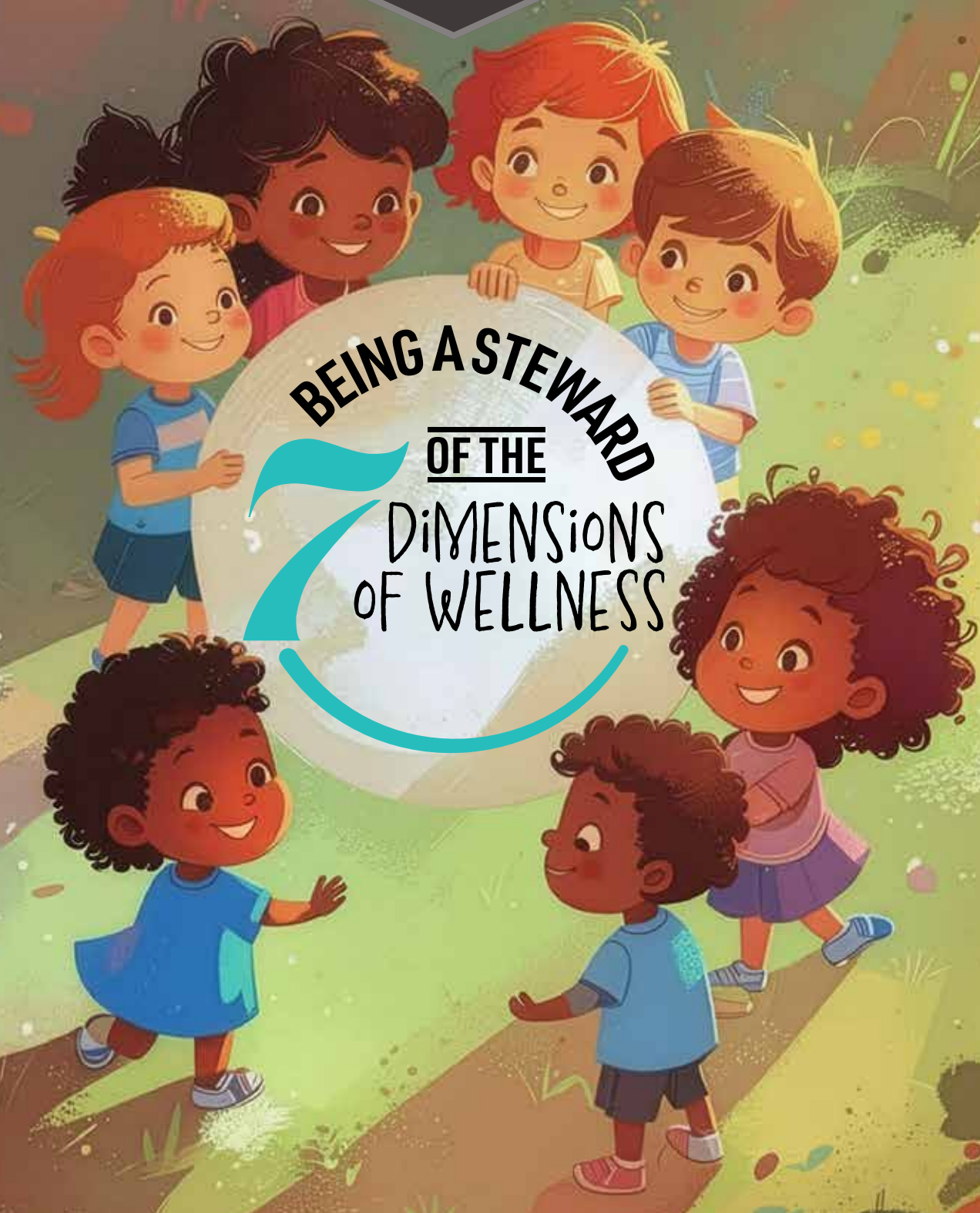


ADVENTIST
HEALTH WEEK
2026
9-16 MAY



BEING A STEWARD
OF THE
DIMENSIONS
OF WELLNESS



An initiative of



Adventist
Health

South Pacific

INTRODUCTION

BEING A STEWARD OF THE 7 DIMENSIONS OF WELLNESS

WHAT IS STEWARDSHIP?

Stewardship means taking care of the things God has given us. This includes:

- Our minds and the ability to think.
- Our physical health and bodies.
- The world around us (environment).
- How we treat and relate to other people, our feelings, and God.

We do this as Christians to show respect to God and recognise that He is most important in our lives.

"God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another." 1 Peter 4:10 (NLT)

WEEKLY STRUCTURE

Each day of the week will focus on one part of stewardship. We will use the ELIA or 10,000 Toes *7 Dimensions of Wellness*, with one dimension taught each day.

Important Note: Children don't usually use the word "stewardship" in daily life. When teaching new words or ideas:

- Explain to them using examples from everyday life.
- Connect them to words children already know.
- Use language that matches the children's age and home language.
- Always explain that stewardship means taking care of something—not owning it or believing you deserve it. It requires care and respect.

HOW EACH LESSON WORKS

1. Opening Skit (Short Play)

Each lesson begins with a short play that shows the day's topic. The play should:

- Show real-life situations that children can understand.
- Include mistakes, problems, or unhelpful actions.
- A script is provided as a guide, but you can add more details.
- Keep the problems in the story—these will be discussed in the lesson.

Important for Young Children:

Very young children may not understand that acting is pretend. To help them:

- Use adult actors (not children), and keep the same actors for the week where possible, as they will understand the programme's flow each day.
- Remind children before starting that this is acting, not real.
- Choose actors who can show emotions clearly without exaggerating too much.

2. The "Professor" Leads Discussion

After the play, the "Professor" (who has been watching from the side) steps in to:

- Ask children what they observed in the play.
- Lead a positive discussion.
- Teach the main lesson for the day.

The Professor should look like they belong in the play, as if they are playing an expert character. They could dress in a white coat, scrubs, or wear a stethoscope to give the impression of a health professional.

Professor Names:

We suggest using 'Dr. Hale N. Hearty' or 'Prof Flora Lively', but you can choose any local name that sounds like someone who knows about health and wellness.

CHOOSING YOUR "PROFESSOR"

The Professor is the main teacher for each lesson. The key components of the Professor:

- They know the topic well.
- Be able to answer questions from the children.
- Guide the discussion naturally without reading from a script word-for-word, if possible.
- Have studied the lesson materials ahead of time.
- Be able to explain ideas in ways children can understand based on their age.
- **The Professor's script is displayed in red text, so they can easily follow their part.**

ACTIVITIES/CRAFTS

Each daily activity or craft includes instructions in the lesson plan, and, where needed, a template or instruction sheet is provided. Feel free to use other activities or crafts that better suit your needs.

SONGS

We have suggested daily songs that align with the lesson theme, if you do not know them, then choose others that you know well and will suit the theme for the day.








PROGRAMME STRUCTURE

Here is a suggested schedule for each lesson.

Note: You can adjust these times based on how old the children are, how engaged they are with each section, and how much time you have for the whole programme.

Activity	Time (Minutes)
Welcome and Opening Songs	4
Opening Prayer	2
The Play	10–15
The Lesson	4–6
Core Gems Activity Discussion time (separate into smaller groups by age, to better facilitate the discussion)	10–12
Craft or Activity	20
Closing Prayer	2
Total Time	50–60

DAILY DEVOTIONAL FLOW

Day	Dimension	Title	Page
Day 1	 Physically Energised	Body Builders for God	page 4
Day 2	 Socially Connected	The Friendship Circle	page 12
Day 3	 Emotionally Thriving	The Sad Saga of the Black Eye	page 18
Day 4	 Intellectually Engaged	The "Oops" Moment	page 24
Day 5	 Vocationally Enriched	The Dish Dilemma	page 30
Day 6	 Environmentally Attuned	Custodians, Not Owners	page 36
Day 7	 Spiritually Empowered	Numbers and Notes	page 42
Activities, Templates and Resources			page 48

PHYSICALLY
ENERGISED

A vibrant illustration of two children with curly hair running happily in a park. The child on the left is wearing a red shirt and blue shorts, while the child on the right is wearing a teal shirt and red shorts. They are both smiling and have their arms raised in a celebratory gesture. The background is a lush green landscape with trees and a bright sun in the sky.

BODY BUILDERS FOR GOD!

DAY 1: SUNDAY

BIBLE VERSE:

“You were bought at a price. Therefore, honour God with your bodies.”

1 Corinthians 6:20 (NIV)

SUGGESTED SONGS:

- “I’m in the Lord’s Army”
- “Dare to Be a Daniel”

OPENING PRAYER:

Dear Lord, thank You for making our amazing bodies! Thank You for eyes to see, ears to hear, and hands to touch. Help us use our bodies to serve You every day. Amen.

LEARNING SPACE:

To be physically energised means we take good care of our bodies through healthy eating, physical activity, rest, and making wise choices that honour God.



LEARNING CONCEPT:

Being a good steward of my body means honouring God by treating it with respect and making healthy choices. As God's creation, I am called to live a vibrant, healthy life by caring for the physical body God has given me.

THE PLAY: BODY BUILDERS FOR GOD!

Characters:

- Narrator (Leader or the Leader)
- Mario—Loves energy drinks and soft drinks
- Enzo—Eats too much unhealthy food
- Ben—Stays up too late, sleeps in
- Gina—Skips meals, thinks she needs to diet
- Professor Hale N. Hearty—the wise helper

Props Needed:

- Cola can or energy drink can
- Food items or empty food packages, both healthy and unhealthy
- Signs—see attached printouts or can be handwritten
- A jug or glass of water

- Table and chairs
- Pillow (for Ben)

Setting:

The lounge room on a Sunday morning. Four siblings are planning their day while Professor Hearty observes from the side.

Note: Use adult actors to illustrate these unhealthy habits. Adapt the scenario to suit the target group's age and location.

ACT 1: The Not-So-Healthy Morning

[MARIO bounces around energetically with a cola or energy drink can. ENZIO sits at table eating. BEN enters, yawning, still half-asleep. GINA stands to the side looking concerned. PROFESSOR HEARTY observes from downstage.]

NARRATOR:

"Let's peek in on what happened at breakfast this morning! We have Mario, who loves energy drinks; Enzo, who can't stop eating; Ben, who stayed up way too late; and Gina, who thinks she needs to skip meals. And watching carefully is Professor Hale N. Hearty."



MARIO: *(bouncing around, waving his can)*

“Come on, guys! Let’s get going! I’m bored, and it’s time for the shops to open!”

ENZIO: *(sitting at the table, munching food)*

“Slow down, bro! You’ve been hopping around like a flea since breakfast. That energy drink has really got you going, eh?”

MARIO: *(still bouncing)*

“Can’t do without my energy drink to wake me up, you know. Two cans today, otherwise I’d be like bro over there who’s always too tired to get out of bed.”

ENZIO: *(grinning, gesturing to food)*

“Yeah, when he sleeps in, he misses out on the breakfast Mum makes. No way I’m going to miss out on the big fry-up!”

BEN: *(rubbing eyes, shuffling in slowly)*

“Huh? Why is everyone so noisy? You know I had a bad night.”

ENZIO: *(teasingly)*

“Yeah, we know! You kept us awake half the night while you were playing online games!”

BEN: *(grunts, sitting down heavily)*

“Just as long as I can get a few more Zs...” *(yawns)*

ENZIO: *(looking at MARIO, wagging finger)*

“So what’s with all the bouncing? Are you hyper or something?”

MARIO: *(looking embarrassed, finally standing still)*

“I think it must have been that second can of drink. I really need to cut down.”

GINA: *(dramatically, flourishing hands)*

“Ugh! Just the thought of food makes me feel sick. I’m avoiding breakfasts—all in a good cause, of course. Vernon says I need to diet!”

ENZIO: *(talking with mouth full, reaching toward GINA’s plate)*

“Well, seeing that you’re dieting and not going to eat your breakfast, I will...”

[PROFESSOR HEARTY steps forward, raising hand.]

PROFESSOR HEARTY:

“Hold on a minute! Let’s leave these guys to sort out their lives while we look at the choices they’ve made and see if we can come up with ways to stay healthy.”

ACT 2: Understanding Healthy Choices

PROFESSOR HEARTY: *(addressing audience)*

“Well, friends, I’ve been watching these four siblings, and I’ve noticed some interesting choices. Let me ask you—what unhealthy choices did you notice?”

(pauses for responses from the audience)

Excellent observations! I heard you mention:

- Not enough exercise or movement
- Poor sleep habits—staying up too late
- Too many energy drinks and sugary drinks
- Eating too much fried or processed food
- Skipping meals unnecessarily

(gestures to the four siblings) Each one of these choices affects how well our bodies work. Let me explain what our bodies actually need to be healthy and energised!”

Healthy Food Choices *[Holds up Sign]*

(Printable signs can be found on page 52 onwards)

PROFESSOR HEARTY:

“First, let’s talk about food! (*gestures enthusiastically*) God gave us such amazing variety!

[*Demonstrate the following points using the examples of healthy food in your props*]

- Fill half your plate with vegetables and fruits, all the colours of the rainbow!
- Choose whole grains like brown bread, brown rice, and oats.
- Include healthy proteins like fish, chicken, beans/legumes, and eggs.
- Drink water as your main drink.
- Limit sugary drinks and treats, save them for special times.

(*looks at ENZIO*) Remember, every culture and family has different healthy foods, and that’s wonderful! But eating too much of anything—even good food—isn’t healthy.”

Physical Activity [*Holds up Sign*]

PROFESSOR HEARTY:

“Our bodies were designed to MOVE! (*demonstrates jumping, running in place*) [*You can ask the children for examples of different physical activity*]

- Run, jump, skip, swim, bike, dance, climb!
- Play active games with friends.
- Help with physical chores at home or in the garden.
- Try different sports and activities.
- Make moving fun—your body was designed to move!

(*looks at all four siblings*) Children need at least 60 minutes of active play every day. That’s one whole hour of running, playing, and having fun!”

Clean, Fresh Water [*Holds up Sign*]

PROFESSOR HEARTY: (*holds up a glass or jug of clean water*)

“Our bodies are about 60% water—we need to top it up every day!

- Drink water throughout the day, especially when you’re thirsty.
- Water helps every part of your body work well.
- It’s better than juice or fizzy drinks for keeping you hydrated.
- Carry a water bottle when you’re out and about.

(*looks at MARIO*) Mario, those energy drinks might make you feel awake for a little while, but water is what your body really needs!”

Self-Control [*Holds up Sign*]

PROFESSOR HEARTY:

“Self-control means making wise choices about what we eat and drink.

- Saying ‘no thanks’ to things that aren’t good for us.
- Enjoying treats sometimes, but not all the time.
- Learning to stop when we’ve had enough.
- Listening to what our bodies really need.

(*looks at GINA*) It also means not skipping meals our bodies need, Gina. Growing bodies need regular, healthy food!”

Fresh Air and Sunshine [*Holds up Sign*]

PROFESSOR HEARTY: (*gestures outward*)

“God gave us the whole outdoors to enjoy!

- Spend time outside every day, even if it’s just for at least a few minutes each day.
- Sunshine helps our bodies make vitamin D for strong bones.
- Fresh air helps us think clearly and feel energised.
- Play outside, go for walks, and help in the garden.
- Be sun-smart—slip, slop, slap! Wear a hat and sunscreen!”

Rest and Sleep [*Holds up Sign*]

PROFESSOR HEARTY: (*looks at BEN*)

“Ben, this one’s especially for you!

- Children aged 5–12 need 9–12 hours of sleep each night.
- Go to bed at the same time each night.
- Have a calm bedtime routine.
- Put away screens at least an hour before bed.
- Make sure your bedroom is dark, quiet, comfortable, and cool.
- Your body grows, heals, stores memories, and recharges while you sleep.

Playing games all night doesn't give your body the rest it needs!"

ACT 3: Being Good Custodians

PROFESSOR HEARTY: *(gathering all four siblings around)*

"Now, as custodians of our bodies, we honour God by treating our bodies with respect and maximising our potential. The ultimate aim is to serve God in the best way we can.

Think about it this way: if someone lent you their brand-new bike to look after, you'd treat it carefully, wouldn't you? *(makes protective gesture)* You'd keep it clean, make sure it didn't get damaged, and return it in great condition. That's what being a custodian means.

Our bodies are even more special than a bike! God has lent them to us temporarily. They don't truly belong to us—we owe God our very best care of them.

The Bible tells us: *(reading with emphasis)* 'You are not your own; you were bought with a price. Therefore, honour God with your body.' 1 Corinthians 6:20

When we make healthy choices, we're really saying 'thank you' to God and showing we're trustworthy custodians!"

THE LESSON: Being Good Stewards of Our Bodies

[All actors stand together facing the audience. PROFESSOR HEARTY in centre with siblings on either side.]

PROFESSOR HEARTY:

"So, friends, stewardship in the area of physical wellbeing is best understood when we see ourselves as custodians of the bodies God has lent to us.

(gestures to each sibling in turn) Mario needs to replace energy drinks with water and healthy food. Enzo needs to practice self-control and choose more nutritious foods. Ben needs to get proper sleep and turn off those games earlier. Gina needs to eat regular, healthy meals and not skip breakfast.

(addresses audience) What about you? What healthy choices can you make today?

Remember: When we care for our bodies, we honour the One who created us. Every healthy choice—drinking water, playing outside, getting enough sleep, eating good food—is a way of saying 'thank you' to God!

Let's all commit to being good custodians of the amazing bodies God has given us!"

[All actors join hands or put arms around each other's shoulders. All bow together.]

THE END

CORE GEMS ACTIVITY (GROUP TIME):

Discussion Questions:

1. Which character's unhealthy habit do you relate to most?
2. What is one healthy choice you can make today?
3. Why does taking care of our bodies honour God?
4. What does it mean to be a "custodian" of your body?
5. What's your favourite way to be physically active?

LET'S GET CRAFTY (CHOOSE ONE):

For Older Children:

HEALTH OCTAHEDRON

See page 48 for the templates. Both colour and black and white templates are available.

Construct the 3D octahedron (8-sided shape) showing the 7 Dimensions of Wellness:

- Emotionally Thriving
- Environmentally Aware
- Intellectually Engaged
- Physically Energised
- Socially Connected
- Vocationally Enriched
- Spiritually Empowered

For Younger Children

MY HEALTHY PLATE

Print copies of a circular "plate" template from page 51, or use a paper plate (no plastic, please). Have children draw 5 foods for a healthy meal (or cut out healthy options from magazines or print them off). Then discuss:

1. Which foods grew on plants?
2. Which foods came from the sea or water?
3. Which foods came from animals or birds?
4. Which foods came from your own garden or land?
5. Which foods come from tins or packets?
6. Which foods are raw?
7. Which foods have been cooked?

Note: A healthy diet looks different across cultures and situations. Encourage healthier choices without shaming families or being unrealistic.

CLOSING PRAYER:

"Dear God, You gave us bodies for our enjoyment and to honour You. May we remember to thank You each day as custodians of Your creation and live positive, healthy lives for Your glory. In Jesus' name, Amen."





THE FRIENDSHIP CIRCLE

DAY 2: MONDAY

BIBLE VERSE:

“Therefore, encourage one another and build each other up, just as in fact you are doing.”

1 Thessalonians 5:11 (NIV)

SUGGESTED SONGS:

- “The More We Get Together”
- “Jesus Loves Me This I Know”

OPENING PRAYER:

Dear God, thank you for bringing us together today. Thank you for the friends you give us, and for helping us be kind, caring, and loving to everyone around us. Please help us learn how to be good friends, to include others, and to share our kindness with more people. Bless our time together and help us remember that friendship is a gift from you. In Jesus’ name, Amen.

LEARNING SPACE:

We were created to connect with one another (Genesis 2:20). When we are good friends or

connect with others, we build strength and improve our well-being by living out our values, like honesty, kindness, acceptance, forgiveness, and love.

LEARNING CONCEPT:

Being Socially Connected—Being a good steward means valuing friendships, recognising healthy friendships, maintaining them, and cultivating new ones.

THE PLAY: THE FRIENDSHIP CIRCLE

Characters:

- Narrator (can be Prof Flora Lively or someone else)
- Soleia—A girl who wants to keep her friend all to herself
- Viva—A kind girl who feels stuck in the middle
- Amity—A friendly girl who wants to join in
- Professor Flora Lively—A caring teacher who helps everyone understand friendship



Props Needed

- Lunch boxes
- A bench chair, or 3 chairs

Setting: The school playground at lunchtime. There are benches, trees, and children playing in the background.

ACT 1: The Playground Problem

[The scene opens with SOLEIA and VIVA sitting close together on a bench, eating their lunch. They're whispering, pointing at other children, and giggling in a mean way.]

NARRATOR:

"It's a beautiful sunny day at school, and everyone is outside enjoying lunch. But not everyone is being kind..."

[AMITY walks up to the bench with a smile on her face. She waves happily at VIVA.]

AMITY: *(cheerfully)*

"Hi Viva! Hi Soleia! What are you guys talking about?"

[VIVA waves back at AMITY but looks nervously at SOLEIA.]

AMITY:

"Can I sit with you for lunch? I brought my favourite lunch today!" *[goes to sit down]* "What are you talking about?"

SOLEIA: *(crossing her arms)*

What we're talking about is none of your business, Amity. Go away, you can't sit with us.

[VIVA shifts uncomfortably on the bench. She looks like she wants to say something but stays quiet. She glances at AMITY with a sad expression.]

AMITY: *(looking hurt)*

"Oh... okay. I just wanted to be friends with you both."

[AMITY turns around slowly and starts to walk away, her shoulders drooping. She looks very sad.]

SOLEIA: (calling out loudly)

“Hey Amity! Viva is MY friend, and we don’t need you!”

[VIVA looks even sadder now. She watches AMITY walk away, then looks at SOLEIA, then back at AMITY. She doesn’t know what to do. AMITY walks offstage looking lonely.]

ACT 2: Time to Think

[PROFESSOR FLORA LIVELY steps forward from the side of the stage where she’s been watching. She looks thoughtful and caring.]

PROFESSOR FLORA LIVELY: (to the audience)

“Well, everyone, I just saw something that made me think. Let me ask you some important questions.

1. **Do you think Soleia was a good friend? Why or Why Not?**
2. **How can we recognise a good or HEALTHY friendship?**

Suggestions:

- Good friends are kind to others, not just to one person.
- Good friends don’t try to control who their friends can talk to.
- Good friends make people feel included, not left out.
- Good friends are happy when their friends make new friends; they’re not jealous.

3. **Is it possible to have more than one good friend?**

You certainly can have more than one good friend.

Friendship isn’t a pizza that runs out when you share it. It’s a smile that grows, creating more happiness with every person it reaches. Smile at the person next to you and see what happens. See, when you smile at someone, they usually smile back; a smile never ends.

4. **What makes a good friend? How do we look after our friendships?**

Some suggestions about how to be a good friend:

- Listen when you talk and care about how you feel.
- Share their time, toys, and fun with you.
- Show kindness even on their toughest days.
- Welcome others in and avoid leaving people out (cultivating new friendships)!
- Be honest and keep their promises.
- Apologise when they mess up (maintaining the friendship)!
- Celebrate your victories without feeling jealous.
- Defend you when someone treats you unfairly (protecting the friendship)!
- Support your other friendships too (recognising healthy friendships)!
- Accept and appreciate the real you.

Remember: Being a good friend means treasuring your friendships. You treat them as precious and important, nurture them with care, and help them flourish!”

ACT 3: What Should Happen Next?

PROFESSOR FLORA LIVELY: (looking at the audience)

“Now, let’s think about what could happen next in our story.

How could Soleia learn to be a better steward of friendship?

- Apologise to Amity? (Maintaining and repairing friendships)
- Let Viva decide for herself who she wants to be friends with. (Recognising healthy friendships)

How could Viva practice being a good friend?

- Use her voice and tell Soleia how she feels? (Maintaining healthy boundaries)
- Go after Amity and invite her back? (Cultivating a new friendship)
- Help both girls become friends? (Valuing all friendships)

How could Amity continue being a good friend?

- Keep trying to be kind even when someone is mean? (Valuing kindness)
- Remember that she's a good person worthy of friendship? (Recognising her own value)
- Find other friends who will appreciate her? (Cultivating new, healthy friendships)"

THE LESSON: Being a Good Steward of Friendships

[In the background, Viva talks to Soleia and points to Amity—she looks like she is asking Soleia something important. Then she stands up, goes to get Amity, and brings her back over, showing her where to sit. All three girls start talking and eating their lunch, and they seem to be getting along better.]

PROFESSOR FLORA LIVELY:

"Friendship is one of life's greatest treasures! And here's the secret: the more we invest in our friendships, the stronger they become!"

So, what does it mean to be a GOOD STEWARD of friendships?

It comes down to Three Essential Keys:

RECOGNISE healthy friendships—Learn to identify what a good friendship truly looks like.

- Think of Amity choosing kindness and inclusion, not like Soleia's possessive and controlling behaviour.

MAINTAIN your friendships—Nurture and protect the friendships you already have.

- Amity showed us the importance of speaking up and setting healthy boundaries.
- Remember the things we talked about in Question 3 above.

CULTIVATE new friendships—Keep your heart and

your friendship circle open to others.

- Viva could have invited Amity to join them.
- The next time you see someone sitting alone or wanting to join your group, remember this play.

Being a good steward means cherishing friendships—all of them! Love multiplies when we share it. Be the friend who opens the circle to allow others to join!"

THE END

CORE GEMS ACTIVITY (GROUP TIME):

Discussion Questions for After the Play: (these are good discussion questions for older children to answer, while the younger children do a craft)

1. Have you ever felt like Amity, left out and lonely? How did that make you feel?
2. Have you ever acted like Soleia, wanting to keep a friend all to yourself? Why do you think Soleia acted that way?
3. Have you ever been like Amity, knowing something was wrong but staying quiet?
4. What would you do if you were in Amity's position? How could she be a better steward of her friendships?
5. How can we recognise healthy friendships in our own lives?
6. How can we maintain our current friendships and strengthen them?
7. How can we cultivate new friendships while keeping old friends?
8. How can we make our schools, homes, churches, and playgrounds places where everyone feels included and valued?
9. What does it mean to you to be a "good steward" of your friendships?



LET'S GET CRAFTY:

Here are three good craft options (especially for younger children, choose one):

1. Friendship Circle Bracelets

(NB: small objects are a choking hazard, especially for young children.)

Materials Needed:

- Coloured beads for each child, holes must be big enough for your string
- String or elastic
- Scissors

Children choose beads in different colours to represent different friends (e.g., red = kindness, blue = honesty, yellow = fun).

When finished, they can swap one bead with a classmate to “grow their circle of friends.”

Connection to theme:

Shows that friendship grows stronger when you include others.

2. Paper Chain of Friends

Materials Needed:

- Paper cut into long strips
- Coloured pens, pencils
- Stickers for the links

Cut paper into even strips, make strips into links, joining ends together by adding them to other strips of paper, creating a long chain, or one big “Friendship Circle” that you can hang up around the room.

Tell the children that each link represents us growing our own friendship circle.

Connection to theme:

Represents how individual friendships join into a larger supportive community.

3. Friendship Garden Collage

Pictures to cut out can be on page 58.

Materials Needed:

- Picked fresh, dried, or paper flowers, leaves, and/or petals
- Twigs or small branches from the garden

Give children paper flowers, leaves, or stickers.

On the paper flowers, etc., they write/draw something a good friend does (e.g., “smiles,” “shares toys,” “says sorry”).

All children place their flowers together on a big poster board “garden.”

Connection to theme:

A garden, like friendship, needs to be cultivated and cared for.

CLOSING PRAYER:

“Dear God, Thank You for teaching us about friendship today. Help us to be welcoming and kind to everyone, to be brave and honest in all we say and do. Thank you for giving us friends to laugh with, share with, and care for. Help us to take good care of our friendships and to shine Your love to everyone we meet. In Jesus’ name, Amen.”





THE SORRY SAGA OF THE BLACK EYE

DAY 3: TUESDAY

BIBLE VERSES:

"You have heard that it was said, 'An eye for an eye'... but I say, 'Love your enemies.'"

Matthew 5:38 and 43 (NIV)

"Blessed are the poor in spirit, for theirs is the kingdom of heaven."

Matthew 5:3 (NIV)

SUGGESTED SONGS:

- "I've got the joy, joy, joy, down in my heart"
- "Amazing Grace" (either version)

OPENING PRAYER:

Dear God, when I get angry, I feel bad, and that makes me feel even worse. Show me today how you want me to be. Teach me about forgiveness, grace and love. Amen.

LEARNING SPACE:

Emotional thriving is the ability to manage our daily feelings effectively, maintaining composure in difficult circumstances rather than being overwhelmed by them.



LEARNING CONCEPT:

Being a good steward of my emotions means that I will strive to identify feelings (emotions) in myself and others and not overreact when overwhelmed by emotional situations. It means being in control and sensitive to others' feelings.

THE PLAY: THE SORRY SAGA OF THE BLACK EYE

Characters:

- Narrator (can be Prof Hearty or the Leader)
- Max—A boy feeling ashamed
- Todd—A boy with a black eye and an attitude
- Professor Hearty—A caring teacher

Props Needed:

- Bench (or two chairs)
- Cold pack or cloth for Todd
- Black eye makeup or theatrical ash
- Bible or script with Matthew 5:38–44

Setting: Outside the principal's office after a fight during touch rugby.

ACT 1: Outside the Principal's Office

[*STAGING: Place bench centre stage. MAX enters from stage right, shoulders slumped, head down. He sits on the far left of the bench. TODD enters from stage left, holding his eye, and leans against the wall on the opposite end. They deliberately avoid looking at each other. Long pause to establish tension.*]

NARRATOR: (*standing in the centre, addressing the audience*)

"Max is sitting on the extreme left side of the bench outside the principal's office. He doesn't want to be anywhere near Todd, who is leaning against the wall on the other end of the bench. Max knows he'll be in trouble for his part in the fight on the playground. He's feeling ashamed because he knows his mother will be really disappointed in him. His clothes are all untidy because he's been fighting. Let's listen to what Max is saying to himself."

[*MAX puts his head in his hands, elbows on knees*]

MAX: (*speaking to himself, not looking up*)

“I’m so angry with Todd, it was supposed to be touch rugby, but he tackled me like he was pretending to be an All Black, and I just hit him. *(clenches fist, then releases)* He just doesn’t know how to play fair. Now I’m in trouble at school, and I’ll be in trouble at home, because my mum is going to be so disappointed.”

[MAX looks down at his dishevelled clothes, tries to straighten his shirt]

NARRATOR: *(with playful sarcasm, hand on hip)*

“When in doubt, blame the other guy. Not!”

[MAX looks up briefly, as if hearing his conscience]

MAX: *(pausing, softer tone, more reflective)*

“I’m angry with myself, too, maybe even more than I’m angry with Todd. *(touches his own forehead)* I think I must have got my temper from my father, at least that’s what Mum says. *(glances toward TODD)* His eye really does look painful. I know the principal is going to be so cross.”

[MAX looks genuinely remorseful, slumps further into the bench]

NARRATOR: *(warmly, nodding)*

“I’m glad Max realises that it takes two to start a fight. While Max has been talking to himself, Todd has been sitting there thinking too. Let’s see if we can hear what he’s thinking.”

TODD: *(sitting up straighter, defiant attitude, angry voice)*

“Even this cold pack won’t make the swelling go down. *(removes pack to show black eye to audience, then reapplies)* I’m going to get Max back. Even the Bible says I can; I’m sure I read that Jesus says it’s ‘an eye for an eye’. *(points at his own eye, then gestures toward MAX)* Well, I’ve got a black eye, that means I can give him one too! Just wait until after school.”

[TODD stares at MAX, who doesn’t notice, while clenching his fist]

ACT 2: Understanding Our Emotions

PROFESSOR HEARTY: *(stepping forward, addressing the audience with warm authority)*

“Let’s have a look at what’s happening here. *(gestures to TODD)* Todd is still angry and wants revenge. *(gestures to MAX)* Meanwhile, Max is already feeling bad and is sorry that he reacted so quickly and hit Todd.

(walks forward) There’s something else going on, too. Because Todd wants revenge, he’s looking for any excuse to get back at Max. He’s using the Bible to justify hitting Max back, but is that what the Bible is actually telling us?

(pulls out Bible or holds up hand as if holding one) Let’s check. In Matthew chapter 5, Jesus teaches his disciples that his way of dealing with people is very different from the way people usually treat each other.

(walking slowly across the stage) In New Zealand, Māori people use the word ‘utu’ for revenge. Utu means that if someone does something bad to me, I can do something bad—or worse—back to them.

(makes circular motion with hands) Utu may make us feel better for a moment, but it actually makes the problem worse. Taking revenge usually makes the other person want to strike back even harder. This creates a cycle where the fighting never stops. The problem ‘escalates’—it just keeps getting bigger.

(turns back to TODD) Now, Jesus did use the words ‘eye for an eye’, but not in the way Todd is thinking. Todd got it wrong. What Jesus said about ‘eye for an eye’ was very different from what Todd thought. When people use the Bible to win an argument, it’s always important to see what the Bible is really saying, not just look at a few words taken out of context.

Here, in simple language, is what Jesus was saying.”

[PROFESSOR HEARTY opens Bible or reads from script with conviction]

PROFESSOR HEARTY: (reading clearly and deliberately)

“The old law said, ‘An eye for an eye, a tooth for a tooth.’ (holds up one finger) But I say—don’t fight back with violence! (makes calming gesture with hands) If someone slaps one cheek (touches own cheek), offer the other. If they sue you for your shirt, toss in your coat too. If they force you to walk a mile, walk two. Give to those who ask and lend freely.

(voice rising with emphasis) You’ve heard it said, ‘Love your friends and hate your enemies.’ But I say something radical: Love your enemies!”

Matthew 5:38–44

[TODD slowly lowers the cold pack, looking confused and convicted]

TODD: (shaking his head, deflated, sitting down on bench)

“I really thought Jesus was saying it would be okay to hit Max back.”

[PROFESSOR HEARTY walks over and places a reassuring hand on TODD’s shoulder]

PROFESSOR HEARTY: (reassuringly, kneeling or sitting next to TODD)

“Yes, it does sound like it if you only take those few words—but we need to understand the whole text. (gestures expansively) Jesus’ way of peace means the opposite of ‘utu’. It turns the whole idea of ‘I’m going to get you back’ (makes aggressive gesture) into ‘I’m going to forgive you and treat you even better than before!’ (opens arms wide in a welcoming gesture). But this takes practice and patience every day.”

[MAX stands up and slowly walks toward TODD. Pause. MAX extends his hand. TODD looks at it, then at MAX’s face, then slowly reaches out and shakes it. PROFESSOR HEARTY steps back, smiling.]



THE LESSON: Being a Good Steward of Our Emotions

[All three actors stand in a line facing the audience. PROFESSOR HEARTY in centre, MAX and TODD on either side, now standing closer together.]

PROFESSOR HEARTY: (addressing audience with warmth and authority)

“Today we’ve learned that seeking revenge—or ‘utu’—almost always makes things worse, escalating tension and violence. (MAX and TODD nod in agreement) Jesus showed us a different path, one that takes practice and honesty to walk. We can disagree and make our points clear without lashing out. We can develop ‘thick skin,’ letting insults bounce off us instead of letting them control our reactions. When we fight and argue, we damage others and ourselves.

(places hands on both boys’ shoulders) Remember: Being a good steward means valuing your emotions and the emotions of others. It means staying in control, showing sensitivity, and choosing forgiveness over revenge!”

[MAX and TODD shake hands again or put arms around each other’s shoulders. All three bow together.]

THE END

CORE GEMS ACTIVITY:

Demonstration #1: Two Mules Tug-of-war

A demonstration of how to short-circuit a tense situation. (Demonstration picture on page 59).

This demonstration needs to be done safely and conducted at a level appropriate to the age of participants, but should never be allowed to be too boisterous. If there is any doubt about safety, choose actors and rehearse before the meeting.

Purpose:

To show that cooperation benefits both individuals and that we can choose to de-escalate conflict.

Materials needed:

- A short rope or something appropriate to be used as a tie or tug-of-war rope.
- Two rewards (something the children might see as desirable, such as a treat).

Object Lesson:

The idea will be to mime or imitate the four stages of conflict resolution. (Children will be shown a picture beforehand.)

- Stage 1: Tension/stalemate
- Stage 2: Frustration
- Stage 3: Consultation
- Stage 4: Cooperation

Method:

1. Clear a space so that the tug-of-war will not injure anyone if it gets boisterous.
2. Select two actors, linked by a short rope or holding on to the ends of a short rope.
3. **Step 1:** Demonstrate that they are equally matched (mock tug-of-war)—tension stage.
4. Introduce two incentives (place a reward on either side of the participants).
5. **Step 2:** Demonstrate that they really are trying hard to reach the reward—frustration stage.
6. Draw ideas from the audience to see if they can come up with a solution.
7. **Step 3:** Have actors sit and discuss options—consultation stage.
8. **Step 4:** Reach consensus—both walk together to one reward, then to the other, and both enjoy benefits—cooperation stage.

Discussion points:

- What happened when both people only thought about themselves?
- How did working together help both people get what they wanted?
- Is it possible to skip Stage 2 (frustration) altogether? What prevents it from happening?
- How is this like the situation between Max and Todd?

Lesson to be learned:

- Fighting and pulling against each other gets us nowhere.
- When we cooperate and work together, everyone benefits.
- We can choose consultation over frustration if we practice emotional control.



Demonstration #2: “Thick-Skinned” Water (especially for older children)

A demonstration using surface tension to show emotional resilience.

This demonstration uses the concept of surface tension to demonstrate the difference between ‘thick-skinned water’ and ‘thin-skinned water’.

Purpose:

To show visually what it means to have a “thick skin” when dealing with insults or hurtful words.

Materials needed:

- A bowl of water (not hand-held, but on a table or floor to keep it still).
- Ground black peppercorns (you can also use other dried spices like coriander or turmeric).
- Small quantity of liquid soap (possibly in a medicine dropper.)

Scientific Explanation:

Water molecules (the tiniest parts of water) are more attracted to each other than to other molecules. The surface water molecules only have air above them, so they are pulled down, creating surface tension. This leaves the top layer of molecules forming a layer like a skin (thick-skinned water).

Method:

1. Place a bowl containing a few centimetres of water on a stable surface.
2. Sprinkle ground peppercorns on the surface of the water (alternatively, sprinkle very fine spice such as coriander or turmeric).
3. Question—why don’t the peppercorns sink (because they don’t weigh enough to break the thick skin, that skin is called surface tension).
4. Note that the peppercorns do have weight; it’s just not enough to break the surface tension.

5. You’ll also see surface tension in water if you place a drop of water on a nasturtium leaf, or if an ant or water-skimmer lands on water.
6. Place a drop of liquid soap into the centre of the bowl, and immediately the spices will move to the side and start to sink.

Discussion points:

- What happened when the water had a “thick skin”? (The pepper floated)
- What happened when we broke the surface tension? (The pepper sank)
- How is this like having thick skin when someone says something mean?
- What happens if we let every insult “breakthrough” and sink into our hearts?

Lesson to be learned:

- Having a thicker skin means we let insults ‘float away’ without reacting.
- If we allow our emotional “skin” to let in every insult, they will hurt us deeply.
- When we’re thinking only of ourselves and our own hurt, we can’t be sensitive to other people’s feelings.
- We need to be both thick-skinned (resilient) and tender-hearted (caring) at the right times.

CLOSING PRAYER:

“Dear God, When we fight or argue, we feel angry at someone and feel bad about ourselves. Help us to recognise how our words make other people feel. May we use words that heal and not hurt. Make us peacemakers through Jesus’ love. In Jesus’ name, Amen.



INTELLECTUALLY ENGAGED

THE "OOPS" MOMENT

DAY 4: WEDNESDAY

BIBLE VERSE:

"And Jesus grew in wisdom and stature and in favour with God and men."

Luke 2:52 (NIV)

SUGGESTED SONGS:

- "I have decided to follow Jesus"
- "Oh be careful little eyes what you see"

OPENING PRAYER:

Dear God, help us each to grow in wisdom, just as Jesus did when he was young. Help us to become the best and wisest we can be and never think we know it all, but be willing to learn at all times. In Jesus' name, Amen.

LEARNING SPACE:

To be intellectually engaged means we strive to grow in wisdom, learn from our mistakes, stay open to new ideas, and develop good thinking habits. This involves using our minds to learn new things, reflect on our successes and mistakes, and develop the ability to think carefully and make sound judgments.

LEARNING CONCEPT:

Being a good steward of my intellect is how I pursue intellectual engagement. Wisdom is more than just book knowledge—it includes making good judgments about right and wrong and being willing to learn at all times.

THE PLAY: THE OOPS MOMENT

Characters:

- Professor Hale N. Hearty—A caring guide
- Parent—Either mother or father
- John—Twin #1
- Mary—Twin #2

Props Needed:

- Two homework books or papers
- Pencils
- Table and chairs

Setting:

A scene at home where a parent is helping children with homework, and the discussion moves to behaviour that needs changing.



ACT 1: The Homework Check

[STAGING: Place the table centre stage with chairs. PARENT sits at the table. JOHN and MARY enter from stage right, carrying homework books.]

PARENT: *(gathering the children after they have 'done' their homework)*

"Hi, guys. How did the homework go today?"

MARY: *(immediately, confidently)*

"I finished all my maths homework. It was so easy."

JOHN: *(reacting to Mary, discouraged)*

"For you it might have been easy, but not for me!"

PARENT: *(turning to Mary)*

"Let's have a look at how it went."

[PARENT takes Mary's book and starts to check each answer]

PARENT: *(checking carefully)*

"Good, good, okay, aha. Oops. I think you have four correct answers, but I think there is a problem with Number 5."

MARY: *(defensively, crossing arms)*

"No, I'm good at maths. I'm sure I didn't make a mistake! Check it again!"

PARENT: *(checking a few moments, kindly)*

"Yes, I can see that you were close to the answer, but it's not quite right!"

MARY: *(snorts, dismissively)*

"Huh! Well, at least I got four right."

PARENT: *(kindly but firm)*

"Yes, well done on getting four right. What happened on Number 5? Were you in a hurry? Did you perhaps make a careless mistake? Look again and see if you can find where you went wrong."

[MARY begins to look at her work, showing a mixture of stubbornness and regret]



ACT 2: The Surprise

PARENT: *(turning to John)*

“I know you said the maths was tough. Let’s see how you did.”

MARY: *(sarcastically, not looking up from her work)*

“Yeah, slowcoach, let’s see how well you did!”

JOHN: *(discouraged, head down)*

“I’m pretty sure I won’t get any right answers.”

[PARENT takes John’s book and checks slowly, nodding head as goes through the maths, but gives nothing away]

PARENT: *(checking)*

“Uh-huh, um, um, um, aah!”

[Long pause for effect]

PARENT: *(with an ironic smile)*

“Oops! You definitely made a mistake, son.”

JOHN: *(ashamed, slumping in chair)*

“I knew it. I’m really bad at maths, but I tried so hard and I did check them.”

PARENT: *(reassuringly, placing hand on John’s shoulder)*

“No John, your maths answers were all correct. You made a mistake by believing you could not do the sums.”

MARY: *(jealous, looking up sharply)*

“You lucky fish.”

JOHN: *(beginning to smile again)*

“I guess doing my homework, slowly and double-checking it was a good idea after all.”

[PARENT smiles at both children]

THE LESSON: Being a Good Steward of Our Intellect

[PROFESSOR HALE N. HEARTY steps forward and addresses the audience. PARENT, JOHN, and MARY freeze or step back.]

PROFESSOR HEARTY: *(addressing audience with warm authority)*

“What went wrong here? Let’s have a look, but I need your help, please.

(gestures to the frozen scene) We’ve just seen two very different mistakes. Mary made a mistake in her maths, but that wasn’t her biggest problem. John got all his maths correct, but he still had a serious mistake to fix.

(walks forward) Let’s think about what we observed:

(gestures to Mary) Mary has skill and ability, but her overconfidence led to careless mistakes and an arrogant attitude. When someone pointed out her error, she became defensive rather than willing to learn.



CORE GEMS ACTIVITY:

Discussion Points:

After the play, discuss the following with participants:

- What were the two different types of “mistakes” we saw in the play?
- How can skill without humility become a problem?
- How can lack of confidence hold us back even when we’re doing well?
- What steps can we take to overcome these bad patterns?

Steps to Overcome Unhealthy Patterns:

- Fight overconfidence and arrogance—regardless of our talents or abilities, we still need to work hard and remain committed to doing our best in everything we do.
- Fight lack of confidence—build self-belief by recognising all our small achievements.
- Try different interests to include challenges and successes in multiple areas.
- Create the habit of paying attention to detail and avoiding rushed work.
- Discuss laziness and lack of effort honestly.
- Remember that fear of failure may lie at the root of many issues.
- Talk to a trusted adult/parent/teacher if worried about intellectual behaviour patterns.

(gestures to John) John worked carefully and got everything right, but his lack of confidence made him believe he had failed. Even when he succeeds, he expects to fail.

(addressing the audience directly) Both of these patterns—overconfidence and lack of confidence—can become serious problems if we don’t recognise and fix them. They affect not just our schoolwork, but our relationships with family and friends.

(opens arms wide) The good news? We can change these patterns by developing good habits and being willing to learn from our ‘oops’ moments!”

[PROFESSOR HEARTY gestures for PARENT, JOHN, and MARY to come forward]

PROFESSOR HEARTY: *(placing hands on both children’s shoulders)*

“Remember: Being a good steward of our intellect means recognising when we make mistakes—whether in our work or in our attitudes. It means being willing to learn, to admit when we’re wrong, and to build both confidence and humility. Wisdom grows when we learn from every ‘oops’ moment!”

[JOHN and MARY look at each other, then shake hands or nod respectfully. All four bow together.]

THE END

ACTIVITY FOR OLDER GROUP:

Option 1: Venn Diagram Exercise

Create a Venn diagram with three overlapping circles:

- What am I good at?
- What do I like to do?
- What does my family want me to do?

Instructions: Write ideas into each circle. Where they connect to an adjacent circle, write them in the overlap. This is personal information and should be respected as such, but a general discussion could give insight.

Option 2: “Crack the Code”

Samples of code sheets start on page 61.

Materials Needed:

- A code sheet for each child
- Pens/pencils

Use key memory verses for children to discover using code-breaking activities. Two levels are available using similar words and identical codes from different Bible verses. Provide additional clues if children struggle.



ACTIVITY FOR YOUNGER GROUP:

Option 1: Modified “I Spy” Guessing Game

The leader chooses something they’re thinking about—preferably not a visible object, but an idea or something you can’t see. The leader provides a few clues while the younger children attempt to guess. Clues may include new vocabulary words. Good examples:

- A hug
- Love
- Reading or other activities
- A game or Biblical character

Option 2: “What If” Game

Challenge young children to imagine something different from current reality, moving from visual/sensory to hypothetical:

- What if the whole world were blue? (visual/sensory things)
- What if we all had four hands?
- What if we could be whatever we want to be? (explore dreams and hopes)
- What if we could be what God wanted us to be?

CLOSING PRAYER:

“Dear God, As I grow stronger, may I also grow wiser, just as you did when you were a child. Help me to learn from my mistakes and develop good work habits. May I always do my best at whatever I am doing, because I know that is what you would want me to do. In Jesus’ name, Amen.”





THE DISH DILEMMA



DAY 5: THURSDAY

BIBLE VERSE:

“Whatever your hand finds to do, do it with all your might.”

Ecclesiastes 9:10 (NIV)

SUGGESTED SONGS:

- “Give Me Oil in My Lamp”
- “I’m in the Lord’s Army”

OPENING PRAYER:

Dear God, help us to remember that whatever we do, big or small, we can do it for You. Give us joy in our work, eagerness to help, and hearts that see every task as an opportunity to grow and serve. May our hands, our voices, and our actions reflect Your love. In Jesus’ name, Amen.

LEARNING SPACE:

To be vocationally enriched means we do our best at every job and responsibility, whether big or small, strive for excellence, and understand that every task is an opportunity to grow and serve.

LEARNING CONCEPT:

Being a good steward of my responsibilities is how I pursue vocational enrichment. I will do my best at the jobs I do or am given, strive for excellence, not limit myself, and understand that every task—no matter how small—is an opportunity to learn, grow, and serve.

THE PLAY: THE DISH DILEMMA

Characters:

- Narrator
- Kiran—A responsible sibling who takes chores seriously
- Jessa—Another helpful sibling who works hard
- Casey—A sibling who struggles with responsibility
- Professor Flora Lively—A caring teacher



Props Needed:

- Couch or chairs
- Phone (can be mimed)
- Cleaning supplies (duster, broom)
- Kitchen area setup with dishes, sink, drying rack
- Large pot
- Dish with visible “food” stuck on it

Setting:

A typical family home on a Friday afternoon with a living area and kitchen visible.

ACT 1: The Friday Afternoon Problem

[KIRAN and JESSA clean actively—dusting and sweeping. CASEY lounges on couch with phone.]

NARRATOR:

“It’s Friday afternoon. Two siblings are cleaning for Sabbath, but the third one isn’t helping at all.”

[KIRAN stops cleaning and walks to CASEY.]

KIRAN:

“Hey Casey, can you please get up and help us? You know it’s Friday and we need to get the house clean and ready for Sabbath.”

[JESSA stops sweeping, hands on hips.]

JESSA: *(frustrated)*

“Yeah! Mum said you have to do the dishes before her and Dad get back from the shopping! Get up and help us now. You’re so lazy—you never do anything!”

[CASEY looks up, rolls eyes.]

CASEY: *(defensive)*

“Huh? I don’t think she said that. Besides, I did the dishes last time. Why should I do them again? It’s not fair!”

[CASEY returns to phone. KIRAN and JESSA exchange frustrated glances, resume cleaning.]

NARRATOR:

“The two siblings continue cleaning while Casey stays on the couch. Time passes, and Casey even falls asleep! Later that afternoon, the dishes still haven’t been done.”

[KIRAN and JESSA continue cleaning. CASEY snores lightly. KIRAN’s phone buzzes.]

KIRAN: (reading text, then shaking CASEY)

“Hey, get up, Casey! Mum just texted—they’re on their way home. Get up NOW! The dishes aren’t done!”

[CASEY wakes, yawns, stretches, shuffles to kitchen. Picks up dish, swishes it briefly in water, places it on rack.]

KIRAN: (inspecting the dish)

“Casey! Look at this—it still has food stuck on it! (puts it back in sink) You need to clean it again. That’s a terrible job.”

[CASEY rolls eyes, picks up dish again.]

JESSA: (shouting from window)

“They’re here! Mum and Dad are home!”

[CASEY panics, grabs large pot, drops it on foot with loud CLANG.]

CASEY: (hopping on one foot)

“OWWWWW! My foot, my foot, my FOOT!”

[KIRAN and JESSA rush over. All freeze.]

NARRATOR:

“And that’s where we’ll pause this story right now”

ACT 2: Understanding Our Responsibilities

[PROFESSOR FLORA LIVELY steps forward.]

PROFESSOR FLORA LIVELY:

“Well, friends, let’s talk about what happened with these three siblings.

Question 1: How many of you think Casey did their job well?

(pauses for responses)

I don’t think so either! Casey procrastinated—put off the job until the last minute. Casey did a careless job when they finally started. And Casey didn’t take responsibility seriously.

Question 2: What could Kiran and Jessa have done better?

(pauses for responses)

Great thinking! They could have explained why the job matters instead of just calling Casey lazy. They could have offered to help Casey get started. They could have worked together as a team.

Question 3: Why is doing a good job important?

(allows for responses)

Excellent answers! You’re thinking like good stewards already!”

What Does It Mean to Be Vocationally Enriched?”

PROFESSOR FLORA LIVELY:

“‘Vocationally Enriched’—let me break it down. ‘Vocation’ means the work or jobs we do. ‘Enriched’ means made richer, better, fuller.

So being vocationally enriched means that when we do our jobs well, WE become better, stronger, and more capable people! Every job we do well is practice that makes us more confident and capable.

Remember: a steward is someone who takes care of something valuable. When you’re given a job—whether it’s dishes, homework, cleaning your room, or helping a friend—you’re being trusted with something important!

When we do our best at the jobs we’re given:

1. We can be PROUD of a job well done

Think about how good it feels when you finish something and can say, ‘I did that really well!’ Casey didn’t get to feel that pride because they rushed and did a careless job.

2. Others learn to TRUST us

When parents, teachers, and friends see us do good

work, they know they can count on us. If Casey had done the dishes well, Mum and Dad would have been pleased! Trust is like a treasure—once you earn it, people want to give you more important jobs.

3. We LEARN and GET BETTER

Every time you do a job, you practice and improve. The first time you tie your shoes is hard, but now you can do it easily, right? If Casey had focused on doing the dishes properly, they would get faster and better each time.

4. We discover what we're GOOD AT and what we ENJOY

Trying different jobs helps us learn about ourselves! Maybe you'll discover you're great at organizing, or you love helping people, or you're creative at solving problems.

5. We learn when to TRY SOMETHING NEW

Sometimes a job is hard even when we try our best. That's okay! Being a good steward also means knowing when to ask for help or learn a different skill. This is called having a 'growth mindset'—believing you can always learn and grow!"

ACT 3: Bringing It All Together

PROFESSOR FLORA LIVELY:

Now let's think about what we can learn from Casey's experience.

Sometimes we feel scared or unsure about our responsibilities. Maybe we think the job is too hard, or we're worried we won't do it perfectly. But when we choose to be brave, start early, and do our best, wonderful things happen! We grow stronger, people trust us more, and we feel proud of what we've accomplished.

Casey made choices that didn't work out well. She waited until the last minute, which made everything more stressful. Then she did a careless job and had to do it all over again. But Kiran and Jessa did things differently, they started right away and gave their best effort."

THE LESSON: Being a Good Steward of Our Work

[All actors stand together facing the audience.]

PROFESSOR FLORA LIVELY:

"Being a good steward of our responsibilities isn't just about getting chores done. It's about becoming the best version of ourselves! When we do our best, WE are the ones who benefit the most!

Remember—The Three Keys to Being Vocationally Enriched:

1. DO YOUR BEST—Even if a job seems small or boring. Not like Casey who rushed and did a careless job. More like Kiran and Jessa who took their cleaning seriously.

2. START EARLY—Don't wait until the last minute. Procrastination usually makes jobs harder and more stressful. If Casey had started earlier, they wouldn't have been rushing and hurt their foot!

3. TAKE PRIDE in your work and LEARN from every task—Whether you're making your bed, doing homework, or helping a friend. Every job done well is something to be proud of. If you don't know how to do something, ask for help! Mistakes are okay—they help us learn!

So, the next time you're given a job to do—remember Casey and the dishes! Ask yourself:

- Am I doing my best?
- Am I starting early instead of waiting until the last minute?
- Will I be proud of this work when I'm done?
- Am I being a good steward of the responsibility I've been given?

When you can answer 'yes' to these questions, you're not just doing a job—you're growing into the amazing person you're meant to be!"

[CASEY shakes hands with KIRAN and JESSA. All bow together.]

THE END



CORE GEMS ACTIVITY (SEPARATE INTO GROUPS):

Discussion Questions:

- Have you ever put off doing something until the last minute? What happened?
- Why do you think Casey didn't want to do the dishes?
- How could Kiran and Jessa have helped Casey differently?
- What does "striving for excellence" mean to you?
- How does doing our best at small jobs prepare us for bigger responsibilities?

LET'S GET CRAFTY (CHOOSE ONE):

Option 1: "My Job Well Done" Chart

A printable sample of this chart is on page 63.

Materials Needed

- Photocopy weekly diary for each child
- Pens

Create a chart with 7 columns (one for each day). List 3–5 jobs you do regularly. Add a sticker each day you do a job well. Decorate with drawings of

yourself doing your jobs.

Option 2: "Responsibilities Mobile"

A printable sample of shapes is on page 64.

- Photocopy one sheet or images per child
- Scissors
- Coloured pens and paper
- String for hanging
- Hole punch or something to make a hole in paper
- Coat hanger for each child, or other apparatus that can be used as a mobile

Cut out shapes (tools, hearts, stars, hands). On each shape, write or draw a job or skill you're learning. Hang them from a coat hanger with string. Add more shapes as you master new skills.

CLOSING PRAYER:

"Dear God, Thank You for teaching us today that every job matters to You. Help us to be good stewards of our responsibilities and to do our best in everything we do. Help us to be trustworthy, work hard, and take pride in our work. May we do all things with joy and excellence, as if we are working for You. In Jesus' name, Amen."





CUSTODIANS, NOT OWNERS

DAY 6: FRIDAY

BIBLE VERSE:

“Take charge! Be responsible for the fish in the sea and birds in the air, for every living thing that moves on the face of Earth.”

Genesis 1:26 (The Message)

SUGGESTED SONGS:

- “My God Loves Me”
- “If I Were a Butterfly”

OPENING PRAYER:

Dear Lord, we thank You for the work of Your hands. We see the great love You have for us in the beauty of nature all around us. May we never take this for granted or stop thanking You for Your creation. Amen.

LEARNING SPACE:

To be environmental custodians means we are responsible for caring for God’s creation, understanding that everything in nature is connected and our choices affect the world around us. We recognise that we are caretakers, not owners, called to protect and preserve the environment for future generations.

LEARNING CONCEPT:

Being a good steward of the environment is how I pursue environmental custodianship. I will be responsible for caring for God’s creation, understand that everything in nature is connected, and recognise that my choices affect the world around me. God’s creation shows His love through beauty, challenge, and diversity—and I am called to protect it.



THE PLAY: DINNER WITH GRANDAD

Characters:

- Narrator—(can be Prof Hale N. Hearty or the Leader)
- Grandad—A keen fisherman with wisdom
- Jacques (someone in their early teens)—Younger grandson, frustrated fisher
- Thomas (someone in their mid-teens)—Older grandson, quick to blame
- Professor Hale N. Hearty—An observing scientist/teacher

Props Needed:

- Table and chairs
- Fishing rods (optional)
- Empty bucket or fishing basket
- Map or picture of lagoon/beach (optional)

Setting:

Near a lagoon or beach. Grandad and his two grandsons have just returned from an unsuccessful morning of fishing.

ACT 1: The Disappearing Fish

[GRANDAD, JACQUES, and THOMAS sit at the table. JACQUES puts down an empty bucket with emphasis. PROFESSOR HEARTY observes from a distance.]

NARRATOR: “Grandad and his grandsons have just returned from a morning of fishing. But something has changed in the lagoon since Grandad was young. Let’s listen to their conversation.”

JACQUES: *(frustrated, gesturing to empty bucket)* “The whole morning, and I caught absolutely nothing!”

GRANDAD: *(reminiscing, leaning back in chair)* “Ah, when I was a boy...”

THOMAS: *(teasing, grinning at JACQUES)* “...must have been last century, Grandpa!”

GRANDAD: *(patient smile)* “As I was saying, when I was a boy, the lagoon was full of fish! They would jump right into the boat; they were so eager to be caught!”

JACQUES: *(disbelieving, crossing arms)* “Now you’re just telling stories, Grandpa!”

GRANDAD: *(laughing, then becoming serious)* “Yes, I was kidding about them jumping in, but seriously—there is no doubt that the lagoon is not like it was when I was a boy.”

We had decent-sized snapper, kingfish, and grouper all year round. Now you would be lucky to find one in a week. *(shaking head)* And to make it worse, the reef is crumbling. When that happens, soon the lagoon will disappear. Once the reef is gone, the sea will begin to wash sand away, the beach will become smaller, and maybe even the cliffs will begin to collapse.”

THOMAS: *(sarcastically, pointing outward)* “It’s all due to the foreigners! They have no respect for the law, so they grab anything that moves—no matter how big or small. I saw some of them gathering something out on the reef this morning, but I don’t think they found much.”

GRANDAD: *(firmly but kindly)* “We should not be looking to blame other people just because they are different. We have a responsibility ourselves to look after what God has given us. That’s what it means to be a good custodian.”

JACQUES: *(sceptical)* “Well, they just take mussels and coral, not fish. I don’t think that will affect the fish!”

GRANDAD: *(leaning forward)* “Don’t be so sure. The shellfish and the coral are food for the bigger fish. The lagoon is like a big chain where each species relies on other species to survive. If we lose one, we will all lose out. *(pausing thoughtfully)* Many years ago, the lagoon had many sea birds like sandpipers—not so many now. Changes in one part of nature will affect many other plants, animals, fish, and birds.”

JACQUES: *(concerned)* “I also noticed that the water was not clear today, but cloudy—and that there was some oil on the surface.”

GRANDAD: “That is probably from the navy ship which landed on the reef during the storm last month. When it hit the reef, some oil must have escaped from the fuel tank. Although they recovered the wreck, I wouldn’t be surprised if some oil is still there.”

THOMAS: “No wonder the fish disappeared! Maybe they’ll come back next week.”

GRANDAD: *(shaking head slowly)* “We can only hope, but fuel oil is thick and will cover the reef in thick black tar—and it can last a really long time. Once the fish have left the lagoon and the food they live on has been covered in tar, they will take a very long time to return. *(pauses)* Even before the wreck, the fish stocks were dropping.”

JACQUES: *(realising)* “I didn’t realise that it was this bad... or what a storm or wreck could do. It’s definitely spoiled my fishing today! But Grandad, it sounds like it’s spoiling fishing for years to come.”

[All three sit quietly for a moment. PROFESSOR HALE N. HEARTY steps forward from the observation post.]

ACT 2: Understanding the Problem

PROFESSOR HALE N. HEARTY: *(joining the group at the table)* “What the boys are seeing in the lagoon is the combined effect of a number of events. But I need your help to work out what they are.

(addresses audience) Let me ask you some questions. What do you think has caused the fish to disappear from this beautiful lagoon?

(pauses for responses, then counts on fingers)

Yes! You’re absolutely right. Let me list some of the problems:

- Overfishing—Not leaving enough fish stock to repopulate the lagoon
- Taking undersized fish—Catching fish before they can grow and reproduce

- Depleting the reef—Removing the fish’s natural food sources, like shellfish and coral
- Pollution—Rubbish and oil contaminating the water
- Rising ocean temperatures—Possibly killing coral reefs
- Population increase—More people are fishing in the same area
- Stronger storms—Natural weather events are becoming more frequent and damaging
- Weak enforcement—Laws on catch sizes are not being followed
- Poor water quality—The natural result of all the problems above

(walks across stage) Do you see how all these things are connected? It’s not just one problem—it’s many problems working together to hurt the lagoon. This is what we mean when we say everything in nature is connected.”

ACT 3: What Can We Do?

PROFESSOR HALE N. HEARTY: “Now, here’s the important question: What can we do about it?”

(gestures to GRANDAD and boys) Our responsibility as human beings is to act as custodians—to manage and preserve resources like lagoons, fish, and reefs. We must act with respect toward God’s creation.

Here are some ways we can help:

- 1. Know, and Obey Laws.** Every region has rules about fishing—what size fish you can catch, how many, and when. These laws protect the fish population. *(looks at THOMAS)* Following these laws ourselves is the first step before we worry about what others are doing.
- 2. ‘Tread Lightly’.** Take Only What We Need. Don’t be greedy. Catch only what your family will eat. Leave enough fish in the sea to reproduce and grow.
- 3. Report Problems.** If you see someone breaking fishing laws or polluting the water, report it to the authorities. *(looks at boys)* You saw people on the reef this morning—were they following the rules?

4. Educate Others. *(gestures to THOMAS)* Instead of blaming ‘foreigners,’ we can teach them—and teach younger children too—about why these rules matter. Everyone benefits when we all work together.

5. Understand the Food Chain. Learn how each species relies on other species. It’s delicately balanced! *(gestures to illustrate chain)* Coral feeds shellfish. Shellfish feed small fish. Small fish feed big fish. Big fish feed seabirds and people. Remove one link, and the whole chain breaks.

6. Avoid Polluting. Keep beaches clean. Dispose of rubbish properly. Never pour oil or chemicals into the water. Even small actions make a big difference!

(places hand on JACQUES’s shoulder) Even very young children can help by not littering and cleaning up rubbish. You don’t have to be a scientist or a grandad to be a good custodian of God’s creation!”

THE LESSON: Being Good Environmental Custodians

[All actors stand together facing the audience.]

PROFESSOR HALE N. HEARTY:

“Let me summarise what we’ve learned today. The example of the lagoon and the depleted fish stock is just one aspect of how humans affect the environment. Here are some important points to remember:

(counts on fingers) Sometimes humans try to solve one problem but end up introducing another. Issues around the environment are seldom simple. Even really bad decisions may have a positive side or outcome. Small changes in behaviour can lead to larger effects—change may happen slowly.

(opens arms wide) What does God expect us to do about the environment?

Young people CAN make a difference by raising issues in their communities. *(gestures to boys)* Jacques and Thomas, by noticing the problems in your lagoon and asking questions, you’ve already started to help!

Remember this most important truth: We are not OWNERS of nature—we are CUSTODIANS.

(gestures to audience) As custodians of God's creation, we are responsible for doing all we can to preserve, renew, and conserve what we have around us.

God spoke: *(reading with emphasis)* 'Let us make human beings in our image, make them reflect our nature, so they can be responsible for the fish in the sea, the birds in the air, the cattle, and yes, Earth itself and every animal that moves on the face of Earth. God blessed them: Prosper! Reproduce! Fill Earth! Take charge! Be responsible for fish in the sea and birds in the air, for every living thing that moves on the face of Earth.'
Genesis 1:26–28

(places hands on GRANDAD's and JACQUES's shoulders) When we care for creation, we show love for the Creator. Every choice we make—what we eat, how we travel, what we throw away—affects the world around us. Let's choose to be good custodians!"

[All actors join hands or put arms around each other's shoulders. All bow together.]

THE END

CORE GEMS ACTIVITY

(Separate into groups)

Discussion Questions:

- What are some environmental problems you've noticed in your community?
- Why is it important to understand the food chain?
- What does it mean to "tread lightly" on the earth?
- What are some ways you can be a good custodian of creation right now?
- How can small changes in your behaviour help the environment?

Extended Topics for Older Children:

These topics can be researched as school or Pathfinder projects:

- Can what we eat affect the environment? (Energy needed to produce different foods)
- How do travel patterns affect the environment? (Fossil fuels and transportation)
- Can what we throw away affect the environment? (Waste and landfills)
- What are invasive species, and how do they affect ecosystems?
- How have lagoons in the South Pacific changed over time?
- What are microplastics, and how do they harm marine life?
- How did reintroducing wolves change Yellowstone's ecosystem?
- What is the "butterfly effect" in nature?
- How has deforestation affected habitats in places like Borneo?
- How have introduced species, such as rabbits, affected Australia and New Zealand?



LET'S GET CRAFTY

(Choose One)

Option 1: Model an Important Creature

Materials Needed:

- Play-dough (see recipe on page 65) or another moulding medium, pictures of creatures (fish, rats, worms, etc.) to show the children as inspiration.
- Use play-dough to model (or draw) an animal or creature that has a specific role in the environment. Discuss why all creatures like fish, rats, or worms are beneficial, then explain their significance in the ecosystem.

Option 2: Food Chain Diagram or Lifecycle Diagram

Materials Needed:

Diagrams (provided on page 66).

- scissors
- glue
- extra paper

Younger children: Use the turtle diagram to cut out the images and place them in order of where they come in their lifecycle.

Older children: Using the ecosystem diagram, complete the food chain ecosystem

Option 3: Research Project

Materials Needed:

- Paper and pens
- Internet access where available

For older children with internet access, research a local ecological threat or disaster. Encourage children to search their local environment and identify the threats or possible disaster challenges, e.g. cyclones, boats hitting the reef, overfishing, and global warming. Present findings to the group about what happened and what could have prevented it.

CLOSING PRAYER:

“Dear God, we know that each day brings a new understanding of what You have created for us. Thank You for eyes to see and ears to hear Your message in the world around us. Help us to consider Your creation before we waste resources or damage the world You gave us. May we never forget that each leaf and flower says, ‘God is love.’ In Jesus’ name, Amen.”



NUMBERS AND NOTES

DAY 7: SPIRITUALLY EMPOWERED

BIBLE VERSE:

“For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10 (NIV)

SUGGESTED SONGS:

- “This Little Light of Mine”
- “He’s Got the Whole World in His Hands”

OPENING PRAYER:

Dear God, thank You for creating each one of us as unique and special. Thank You for the gifts and talents You have placed inside us. Help us to discover what we’re good at and show us how to use our gifts to help others and bring glory to You. Please guide us today as we learn about being good stewards of the abilities You’ve given us. In Jesus’ name, Amen.

LEARNING SPACE:

To be spiritually empowered means we find our purpose in life and understand how it relates to our relationships with family, friends, community, and to God who loves us. This involves discovering our strengths and developing and using them for God.

LEARNING CONCEPT:

Being a good steward of my spiritual gifts is how I pursue spiritual empowerment. I will identify my strengths and gifts, how to develop and use them for God, and understand that my purpose is connected to my relationships with my family, friends, and community, as well as to God, who loves me.

THE PLAY: NUMBERS AND NOTES

Characters:

- Professor Flora Lively—A caring guide
- Teacher—Classroom teacher
- Twain—Student gifted with numbers
- Ivy—A student gifted with singing
- Other Students (optional)

Props Needed:

- Test papers
- Desks and chairs
- Music stand or piano (optional)

Setting:

A school with two classrooms—a regular classroom for the math test, and a music classroom.



ACT 1: The classroom

[STAGING: Place desks centre stage with chairs. The TEACHER stands at the front. Students sit at desks with test papers. TWAIN is smiling broadly while IVY looks disappointed and quickly folds her paper.]

NARRATOR/PROFESSOR LIVELY:
(addressing audience)

“It was ‘test’ day in Mrs Watson’s class, and two friends were about to discover something important about the different gifts God gives to each of us.”

TWAIN: (turning to Ivy with excitement)

“Hey Ivy! How did you go with the maths test?”

IVY: (sighing heavily)

“Not very good. Mum and Dad are going to be so disappointed with me. They always want me to get A’s in all my subjects, and I got a C.”

(voice trembling slightly)

“I study so much, but no matter how hard I try, I can’t seem to get better than a C for Maths.”

(pauses, then turns to Twain)

“What did you get?”

TWAIN:

“I got an A minus.”

IVY: (eyes widening)

“Wow! How long did you have to study for that?”

TWAIN: (looking down modestly, speaking quietly)

“Well... I got up early this morning and studied a bit on the way to school in the car.”

IVY: (letting out a big breath)

“I would love to be that good at Maths! Numbers make sense to you, don’t they?”

TWAIN: (shrugging)

“I guess so. I’ve always liked working with numbers. They just... fit together like a puzzle in my head.”

ACT 2: Music Class

[Scene shifts to music class later that day. The TEACHER is leading the class in a song. IVY is singing loudly and joyfully, swaying to the music. TWAIN is sitting quietly, barely moving their lips.]

IVY: (finishing a verse, then turning to Twain with a puzzled look)

“Hey, don’t you like this song? Why aren’t you singing?”

TWAIN: (looking embarrassed)

“I don’t have a very good voice, and I find singing out loud embarrassing.”

(looks at Ivy admiringly)

“But you have an amazing voice. I would love to be able to sing as well as you do.”

IVY: (smiling warmly)



“Yeah, I do love singing! Music makes my heart feel so full. And I can play the piano quite well, too.”

TWAIN: *(genuinely impressed)*

“Wow, that is so cool. I wish I had that gift.”

IVY: *(thoughtfully)*

“You know, Twain, just because you can’t sing perfectly doesn’t mean you shouldn’t sing at all. If you really enjoy it, you should do it!”

(speaking earnestly)

“I’m sure God still loves to hear your voice, no matter what it sounds like. He loves you just the same, and He gave you other wonderful gifts—like your amazing brain for numbers!”

TWAIN: *(thinking for a moment, then nodding slowly)*

“You’re right. Maybe we all have different gifts for a reason.”

[TWAIN takes a deep breath and begins to sing out loud with a big smile on their face, joining in the song with newfound confidence.]

THE LESSON: Being a Good Steward of Your Gifts

[PROFESSOR FLORA LIVELY steps forward and addresses the group. TEACHER, TWAIN, and IVY freeze or step back.]

PROFESSOR LIVELY: *(addressing group with warm authority)*

Well, hello there, everyone! Let’s chat a little bit about what we’ve just seen happen with Twain and Ivy.

(looking around at the group)

How many of you are really good at doing something—like maths, or singing, or drawing, or building things?

(pauses for responses)

That’s wonderful! What other things are some of you good at?

(listens to responses)

Excellent! Now, does anyone know what it means to be ‘gifted’ in something?

(allows for responses)

That’s right! When you are gifted at something, it means that God has given you a special ability that makes you good at a certain thing. Sometimes we call them ‘strengths’ or ‘talents.’

(walks forward)

So, what were Twain and Ivy good at? What were their strengths?

(pauses)

Yes! Twain was very good at Maths—numbers just made sense to him, and he found it easy to get good marks. And Ivy loved to sing! She had a beautiful voice and could play the piano too.

(gestures to both students)



A steward is someone who takes care of something valuable. When you're a good steward of your gifts, you discover them, develop them, and use them for God.

(addressing group directly)

The Bible tells us something wonderful about our gifts and strengths. Ephesians 2:10 says, 'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.'

(opens arms wide)

This means that God has already made plans for us to do good things with the gifts and strengths He's given us! Isn't that amazing?"

ACT 3: A Special Story—Joseph's Journey

PROFESSOR LIVELY: *(settling in to tell a story; you may wish to use visual aids for this part of the play)*

"Let me tell you about someone in the Bible who discovered, developed, and used his gifts for God, even when life was very hard..."

(begins storytelling)

Once upon a time, there was a young boy named Joseph. He had many brothers, but Joseph was his father's favourite. Joseph had a special gift—he could understand dreams and see what they

meant! When Joseph was just 17, God gave HIM two special dreams about sheaves of grain bowing down to his sheaf, and the sun, moon, and stars bowing to him. He shared these dreams with his family, not knowing that it showed God's plan for his future.

(tone becomes serious)

Joseph's brothers were jealous of him—they even called him 'that dreamer!' One day, they made a very bad choice—they threw Joseph into a deep pit and sold him as a slave to traders going to Egypt. Joseph felt sad, scared, and alone. He wondered, 'Why is this happening to me?' But even in that hard time, Joseph trusted God and kept his character strong.

(walking as if going on a journey)

In Egypt, Joseph worked in the house of an important man named Potiphar. He was honest, kind, and always tried to do what was right. God blessed everything Joseph did, and Potiphar noticed! Joseph kept developing his gifts, even as a slave!

(pauses dramatically)

Later, Joseph faced another challenge—he was falsely accused by Potiphar's wife and thrown into jail. Life seemed even harder, and it might have felt like God had forgotten him. But Joseph didn't give up. One day, two of Pharaoh's servants—his cupbearer and baker—were thrown into the same

prison. They both had dreams on the same night, and they were confused and upset. Joseph noticed and said, 'Don't interpretations belong to God? Tell me your dreams.' God helped Joseph interpret both dreams, and everything happened exactly as Joseph said it would!

(voice showing passage of time)

Joseph asked the cupbearer to remember him when he got out of prison, but the cupbearer forgot about Joseph for TWO WHOLE YEARS. Still, Joseph remained faithful.

(voice rising with hope)

Then something amazing happened! Pharaoh, the king of all Egypt, had two troubling dreams that none of his wise men could interpret. Finally, the cupbearer remembered Joseph! Pharaoh sent for Joseph and told him about his dreams of seven fat cows and seven thin cows, and of seven full heads of grain and seven thin heads. Joseph said, 'I cannot do it, but GOD will give Pharaoh the answer.' God showed Joseph that Egypt would have seven years of plenty followed by seven years of terrible famine, and Joseph wisely told Pharaoh to prepare by storing food.

Pharaoh was so impressed that he put Joseph in charge of the whole kingdom! Suddenly, all the hard things Joseph had gone through—the jealousy of his brothers, being sold as a slave, and even being in jail—were part of God's plan. For seven years, Joseph stored grain. Then, when the famine came, people from all nations came to Egypt for food—including Joseph's own brothers who had sold him! Joseph was able to save his entire family and forgive his brothers.

(addressing group directly)

Joseph told his brothers, 'You meant evil against me, but God meant it for good, to save many people alive.' (Genesis 50:20) Joseph learned something very important: God's plan is always good, even when it's hard to see. Sometimes our purpose may not be obvious, especially during difficult times. But every challenge, every hard day, and every small act of faithfulness helps shape us into the person God wants us to be."

PROFESSOR LIVELY: *(placing hands on both students' shoulders)*

"Remember—The Three Keys to Being a Good Steward: Discover your gifts, develop your gifts, and use your gifts for God.

(gestures to Twain)

Like Twain discovering he was good with numbers and studying to get even better at math.

(gestures to Ivy)

"Like Ivy discovering she loved to sing, practising her singing, and learning piano."

(gestures to Joseph's story)

Like when Joseph kept using his gift even in hard times and saved people from famine.

(opens arms wide)

Whatever your gift is, remember God made you exactly who you are, with exactly the talents you have, because He has a special plan for you. Your job is to discover your gifts, develop them, and use them to do good in this world. You don't have to wait until you're grown up to start using your gifts for God. You can start right now, right where you are!"

[TWIN and IVY look at each other, then shake hands or nod respectfully. All bow together.]

THE END



CORE GEMS ACTIVITY (SEPARATE INTO GROUPS):

Discussion Points:

- What gifts or strengths do you think God has given you?
- How can you discover more about your gifts and talents?
- What are some ways you can develop or practice your gifts right now?
- How can you use your gifts to help others right now?
- Why do you think God gives different people different gifts?
- Can you think of ways that people in your church or community use their gifts to serve God and others?
- What challenges might we face when trying to use our gifts (like Joseph faced)?
- How can we keep trusting God with our gifts, even when things are hard?

LET'S GET CRAFTY

"My Treasure Box"

(You can use the template on page 69 if you wish.)

Materials Needed:

- Photocopy the diagram of the cardboard box for each child
- Various stickers to go onto the treasure box
- Small pieces of coloured paper to go into the treasure box
- Coloured pens
- Scissors
- Glue, or double-sided tape

Each child decorates a small box or creates one from card stock. Inside, they place slips of paper listing their gifts/talents (drawing, being kind, math, sports, singing, etc.). On the outside, they write Ephesians 2:10 or "God's Gifts for Me."

ACTIVITY FOR YOUNGER GROUP:

"God Made Me Special"

Materials Needed:

- Photocopied template of 'young people' for each child
- Coloured pens or anything to decorate their pages

Children draw a picture of themselves or use the provided template on page 70 to depict something they love or are good at. Write the child's gift on the picture. Display all pictures to show how God made everyone different and special.

CLOSING PRAYER:

"Dear God, Thank You for teaching us about the special gifts You've placed inside each of us. Help us discover what we're good at, develop our talents through practice and learning, and use our gifts to help others and bring glory to You. Thank You for making each of us unique and special. Help us to be good stewards of everything You've given us, and to remember that our gifts are meant to be shared with the world. Just like Joseph, Twain, and Ivy, help us to trust You even when things are hard, and to keep using our gifts for good. In Jesus' name, Amen."

SUNDAY: **BODY BUILDERS FOR GOD** RESOURCES

THE ELIA/10,000 TOES OCTAHEDRON SHOWING THE 7 DIMENSIONS OF WELLNESS

A visual aid for older children may be done at any time during the week.

The Octahedron is a visual aid to remind children of the 7 dimensions of wellness—these are more than just physical health or fitness. For many children, this might be a new concept. This concept can be emphasised at each meeting during the week, and the Octahedron can be used to visually demonstrate the complexity of the seven dimensions.

As there is a level of dexterity involved in constructing the model, it may be necessary to restrict its construction to older children, or to have helpers on hand to assist.

This construction can occur at any point during the week, but it is particularly significant for predicting what the week will look like or summarising the week's messages. This is entirely optional and may be skipped entirely.

To retain rigidity, it should be printed or pasted onto cardboard (225–250 gsm is sufficient). A

number of templates are provided: one for use when colour printing is available, and the other for the children to colour in themselves. Choose the version best suited to your situation.

Churches in Australia and New Zealand are familiar with the “ELIA” brand, while churches in the Pacific islands are familiar with the “10,000 Toes” brand.

Two suggestions:

1. Use an empty ball-point pen or a blunt, narrow instrument like the back of a table-knife to score each fold. This ensures the card will bend smoothly.
2. Although the octahedron is designed to be glued on the flanges, this is a tricky, messy procedure, and it is far easier to use Sellotape (clear sticky tape) on the outside of the construction.

The octahedron may be suspended by a thread or displayed as a desk ornament.



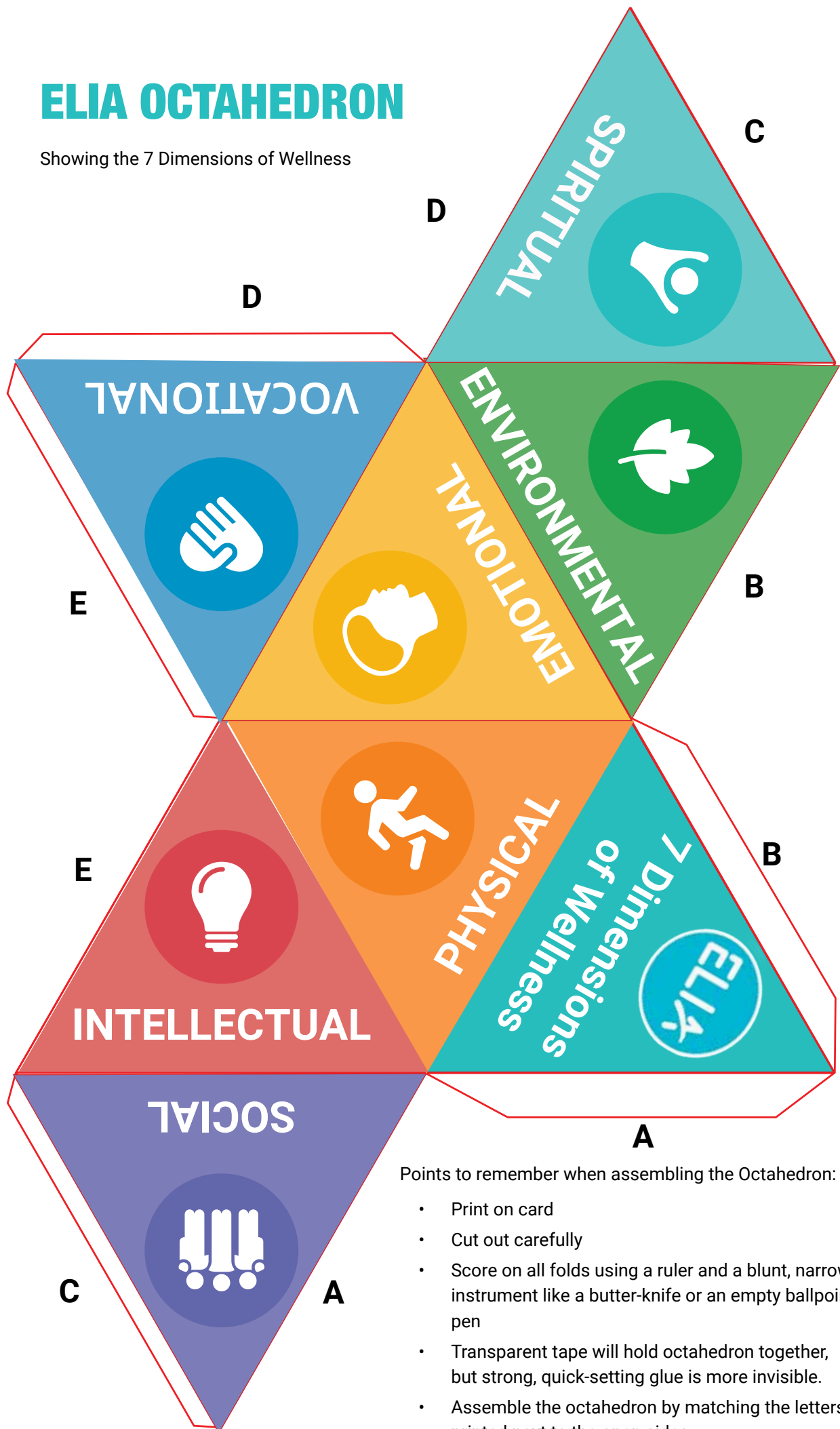
Scoring the card with back of a blunt knife



The assembled octagon

ELIA OCTAHEDRON

Showing the 7 Dimensions of Wellness

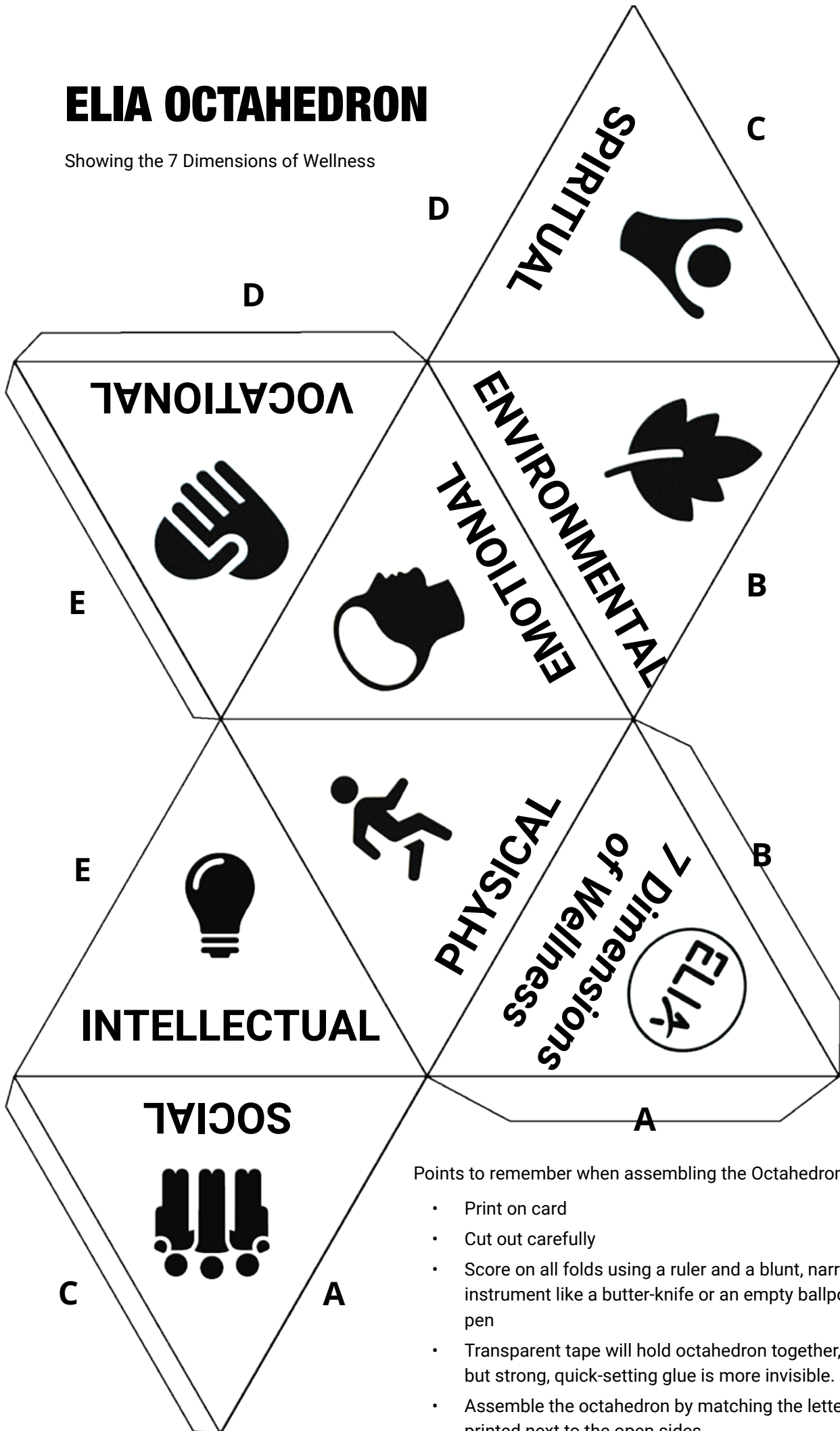


Points to remember when assembling the Octahedron:

- Print on card
- Cut out carefully
- Score on all folds using a ruler and a blunt, narrow instrument like a butter-knife or an empty ballpoint pen
- Transparent tape will hold octahedron together, but strong, quick-setting glue is more invisible.
- Assemble the octahedron by matching the letters printed next to the open sides.

ELIA OCTAHEDRON

Showing the 7 Dimensions of Wellness



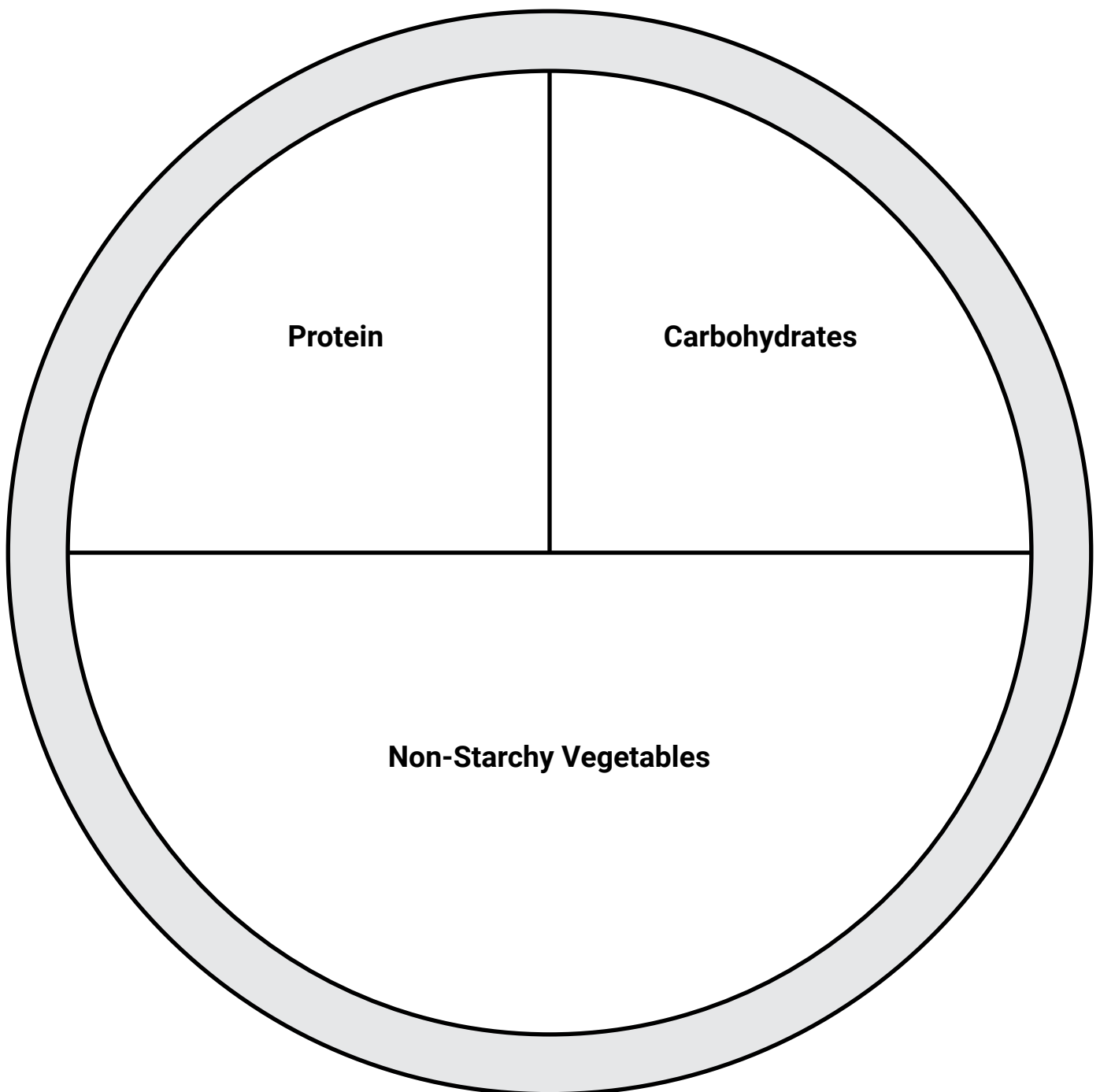
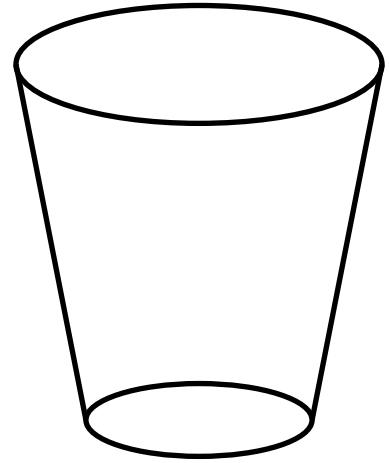
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- Assemble the octahedron by matching the letters printed next to the open sides.

A HEALTHY MEAL

Draw one or more foods in each of the food groups on this plate and in this cup.

1. If you wish, you could do this as well:
2. If the food came from plants, put a green tick next to it.
3. If the food came from the sea, put a blue tick next to it.
4. If the food came from animals, put a red tick next to it.
5. If the food came out of a can, or in plastic, put a black tick next to it.





**HEALTHY
FOOD
CHOICES**



PHYSICAL ACTIVITY



**CLEAN
FRESH
WATER**



SELF- CONTROL



**FRESH AIR &
SUNSHINE**



REST & SLEEP

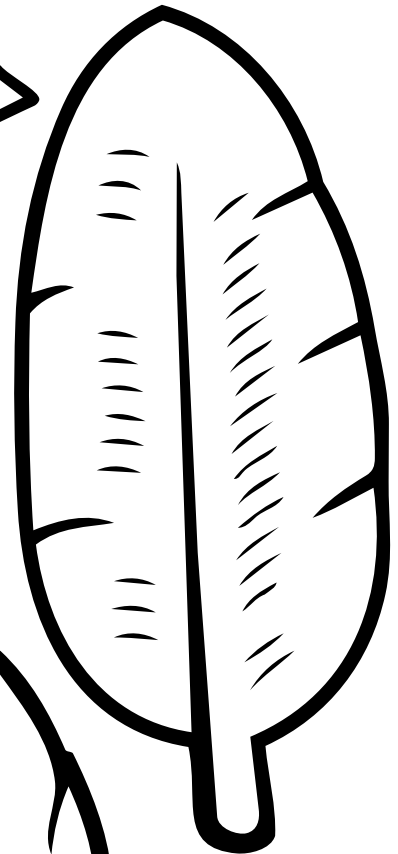
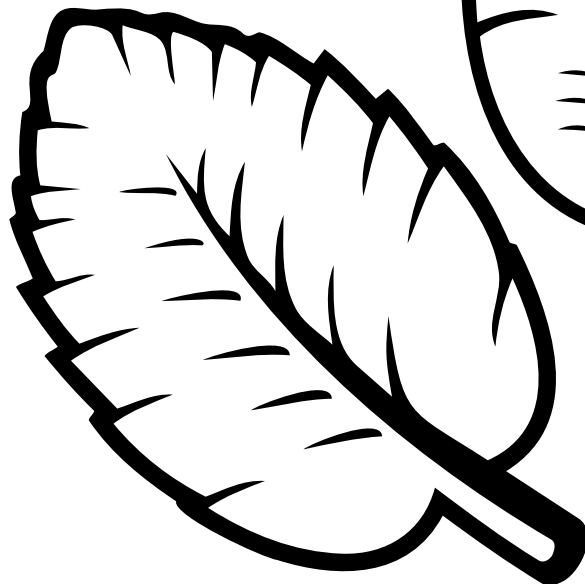
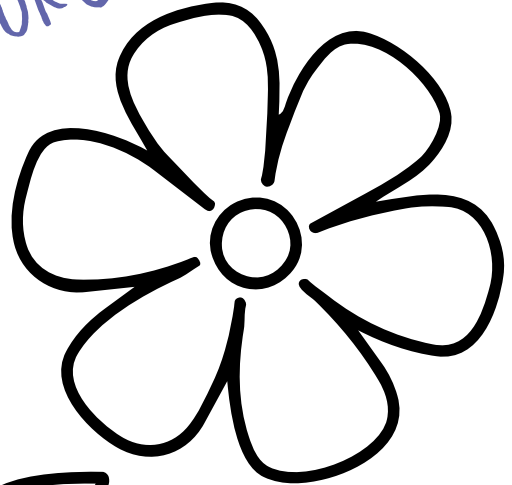
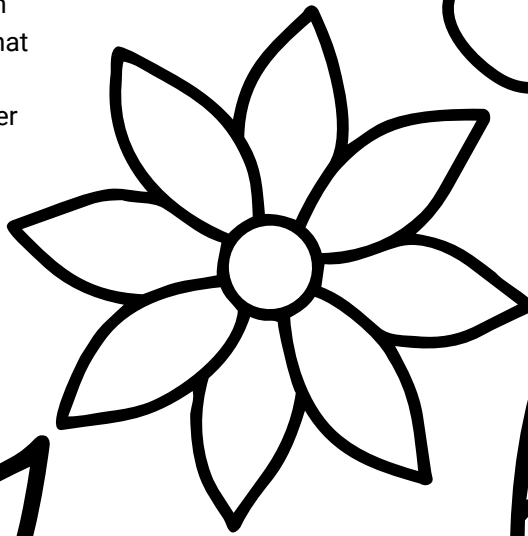
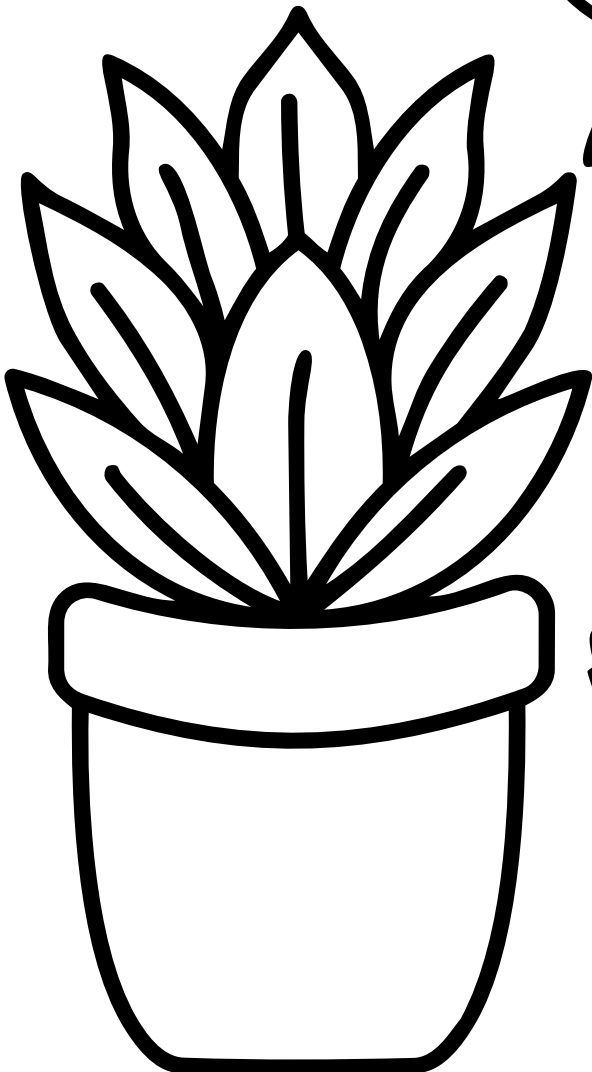


MONDAY: THE FRIENDSHIP CIRCLE

RESOURCES

FRIENDSHIP GARDEN

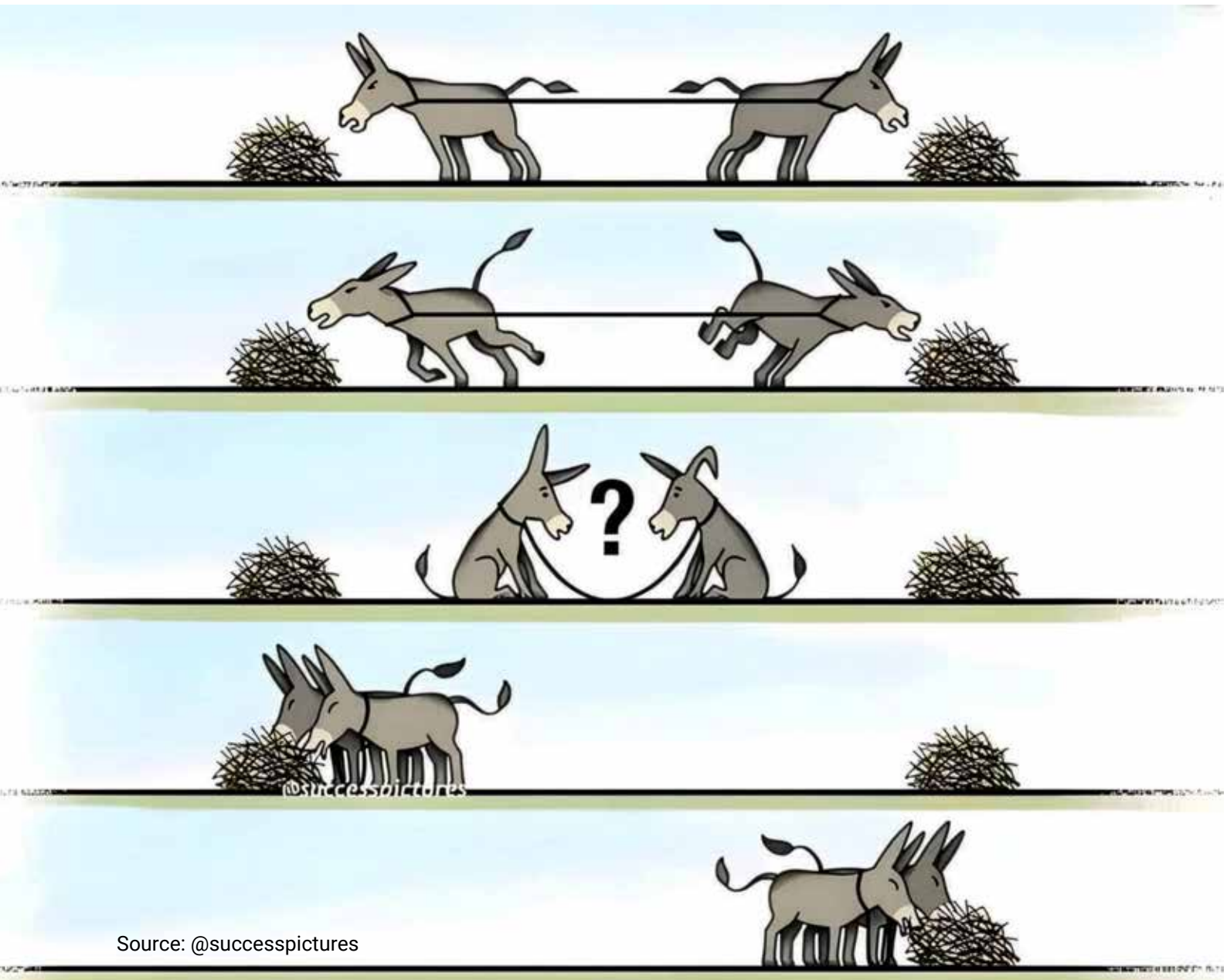
Cut out these shapes, colour them in, and write on them adjectives that describe a good friend, e.g. kind, accepting, then paste onto a bigger poster entitled "Our Friendship Garden—being a good friend".



 **TUESDAY:**
**THE SORRY SAGA OF
THE BLACK EYE**
RESOURCES

TWO MULES TUG-OF-WAR

Imagine what we can accomplish when we work together!



Source: @successpictures



WEDNESDAY: THE "OOPS" MOMENT RESOURCES

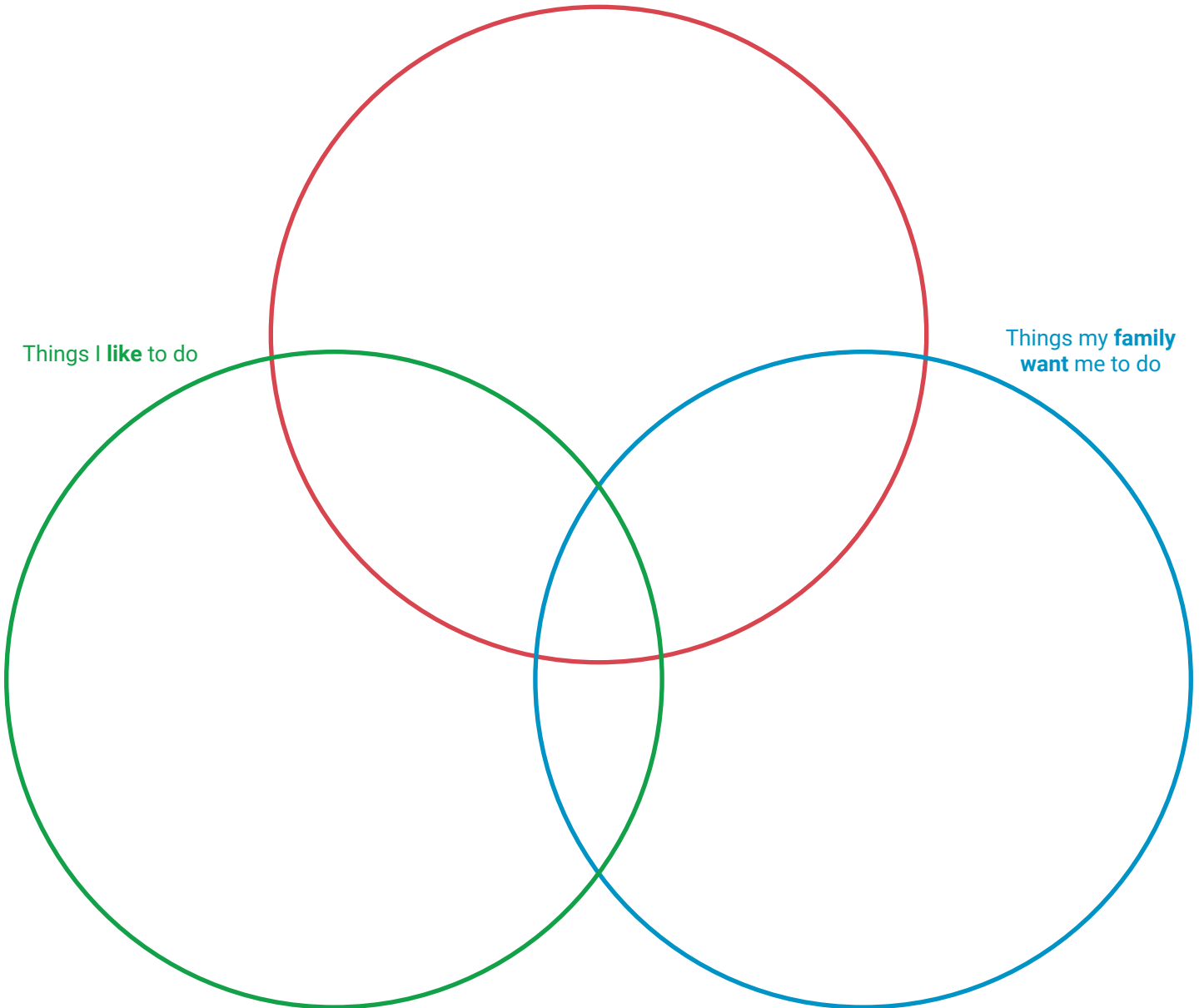
VENN DIAGRAM

A Venn Diagram of Abilities,
Expectations and Fun

Things I am **good** at

Things I **like** to do

Things my **family**
want me to do



CODE CRACKER

Level: Expert

Use the clues below to solve the hidden message. (If you get stuck, answers are on page 71.)

13	18	17

1	17	14	12

11	1

13	18	17

2	11	12	5

8	19

13	18	17

6	17	15	8	3	3	8	3	15	

11	1

17	3	11	9	2	17	5	15	17	,

6	21	13

1	11	11	2	19

5	17	19	7	8	19	17

9	8	19	5	11	4

14	3	5

8	3	19	13	12	4	20	13	8	11	3	.

7	12	11	10	17	12	6	19

1	:	7
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CLUES

F												T	A							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

CODE CRACKER

Level: Beginner

Use the clues below to solve the hidden message. (If you get stuck, answers are on page 71.)

13	18	17

1	17	14	12

11	1

13	18	17

2	11	12	5

8	19

13	18	17

6	17	15	8	3	3	8	3	15

11	1

9	8	19	5	11	4	.

7	19	14	2	4	19

1	1	1	:	1	0
---	---	---	---	---	---

CLUES

F												T	A						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20



THURSDAY: THE DISH DILEMMA RESOURCES

MY JOB WELL DONE CHART

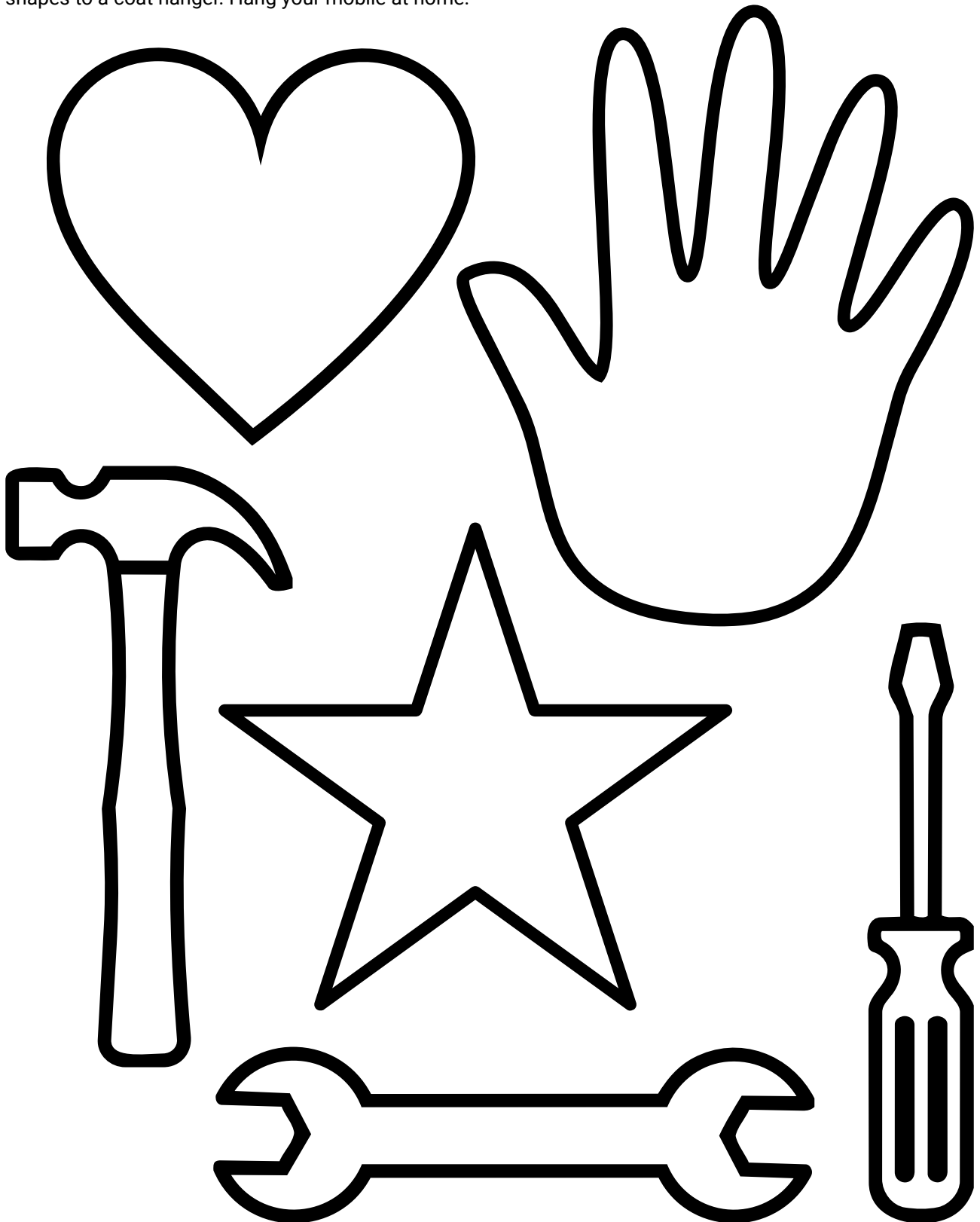
List the jobs or chores you do each day this week, and tick off or use a sticker when you do them to the best of your abilities.

Jobs I do regularly	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1							
2							
3							
4							
5							

Answer the following: When I do my jobs well, I feel _____

RESPONSIBLE MOBILE

Cut out shapes, colour them in, and write one chore you do at home on each shape. Use string to tie the shapes to a coat hanger. Hang your mobile at home.





FRIDAY: CUSTODIANS, NOT OWNERS RESOURCES

MODEL AN IMPORTANT CREATURE

Give children play-dough to create animals that help our environment, such as fish, birds, worms, or butterflies. After they make their creatures, discuss what each animal does and why it is important for nature.

PLAY-DOUGH RECIPE

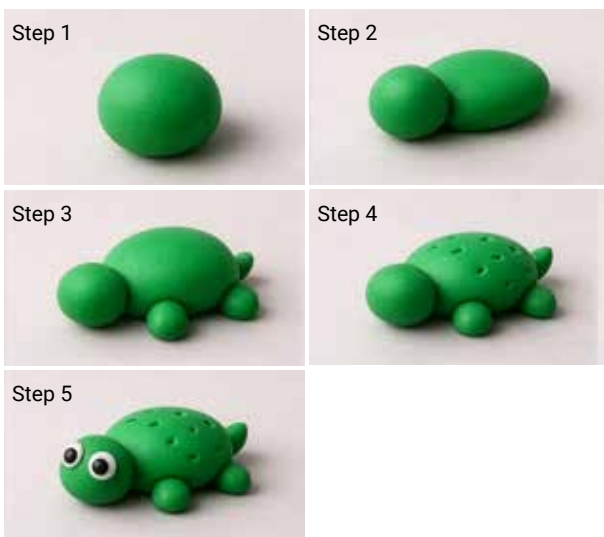
Ingredients (enough for 4 children):

- Flour—2 cups
- Cream of tartar—4 teaspoons (helps with texture and preservation, but is not essential, so you can leave it out if not available)
- Salt—½ cup
- Food colour of your choice
- Vegetable oil—2 tablespoons

Method:

1. Sift the flour and cream of tartar into a large mixing bowl. Add the salt.
2. In another bowl, combine the oil and food colouring with 1 ½ cups of boiling water.
3. Add the wet ingredients to the dry and stir continuously until the mixture forms a sticky, combined dough.
4. Allow the dough to cool, then transfer it to a clean work surface and knead it vigorously for a couple of minutes until it's no longer sticky.
5. Store in an airtight container for up to three months.

Tip: If the dough remains sticky after kneading, add a little bit more flour. For a softer play-dough, substitute ¼ of the flour for cornflour.



FOOD CHAIN

For older kids:

Follow the numbers and draw pictures to match the words. Then connect the numbers to make a chain.

1

THE SUN gives light and energy to the plants and tiny krill in the sea.

8

All these animals make **WASTE**, which goes back into the water to feed the ...

2

THE WATER provides minerals and oxygen to the plants and krill.

7

SHARKS, ORCAS AND WHALES are powerful hunters—they eat fish and seals.

3

SEAWEED AND KRILL soak up the sunlight and minerals

6

SEALS are carnivores, they eat fish.

4

SMALL FISH eat the plants and krill. This gives them energy to move.

5

BIGGER FISH eat the plants and the small fish. They can move from place to place

LIFE CYCLE

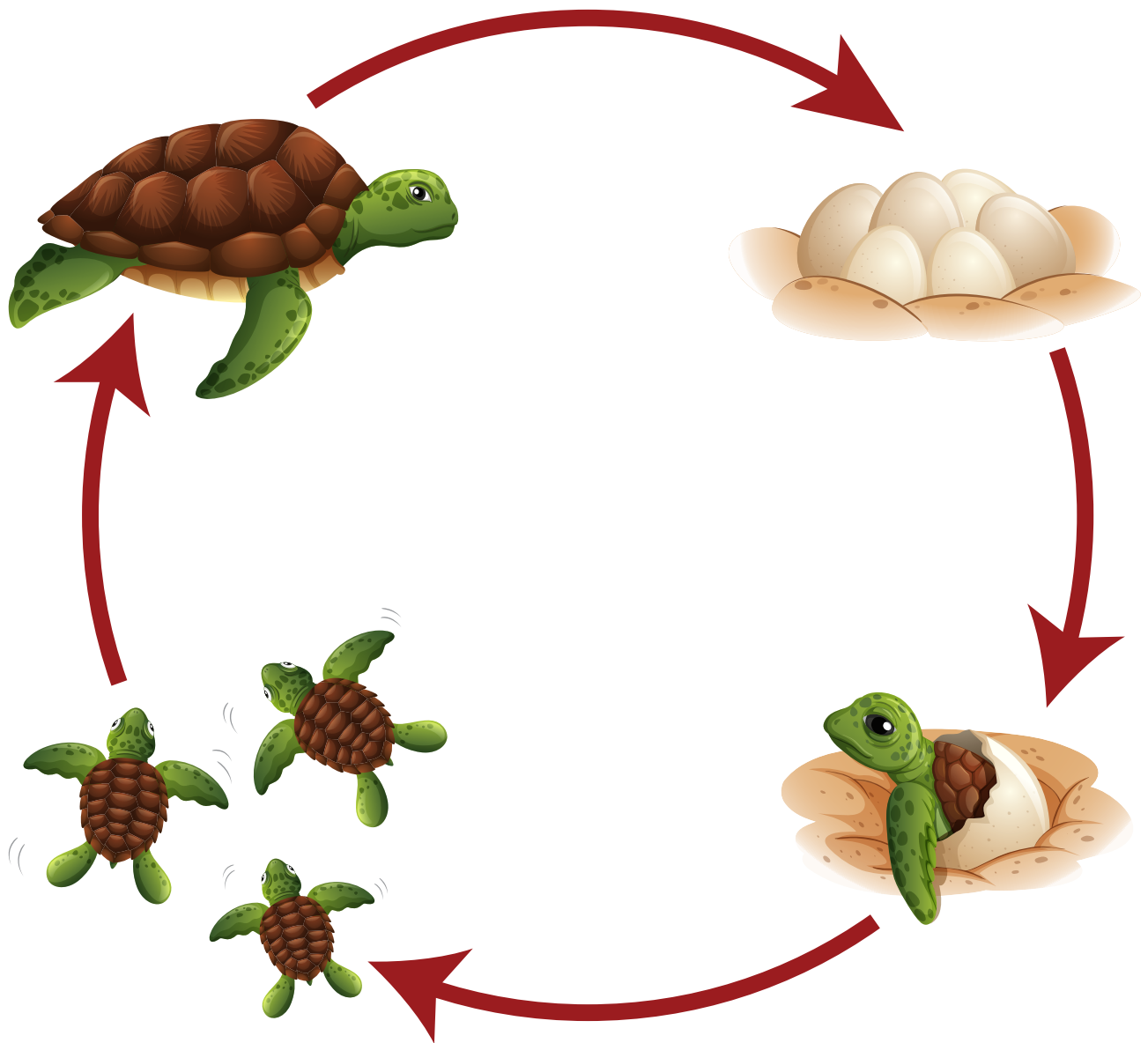
For younger kids:

Cut out each picture. On another piece of paper, paste the pictures in order to show how the lifecycle happens. See the next page for reference.



LIFE CYCLE

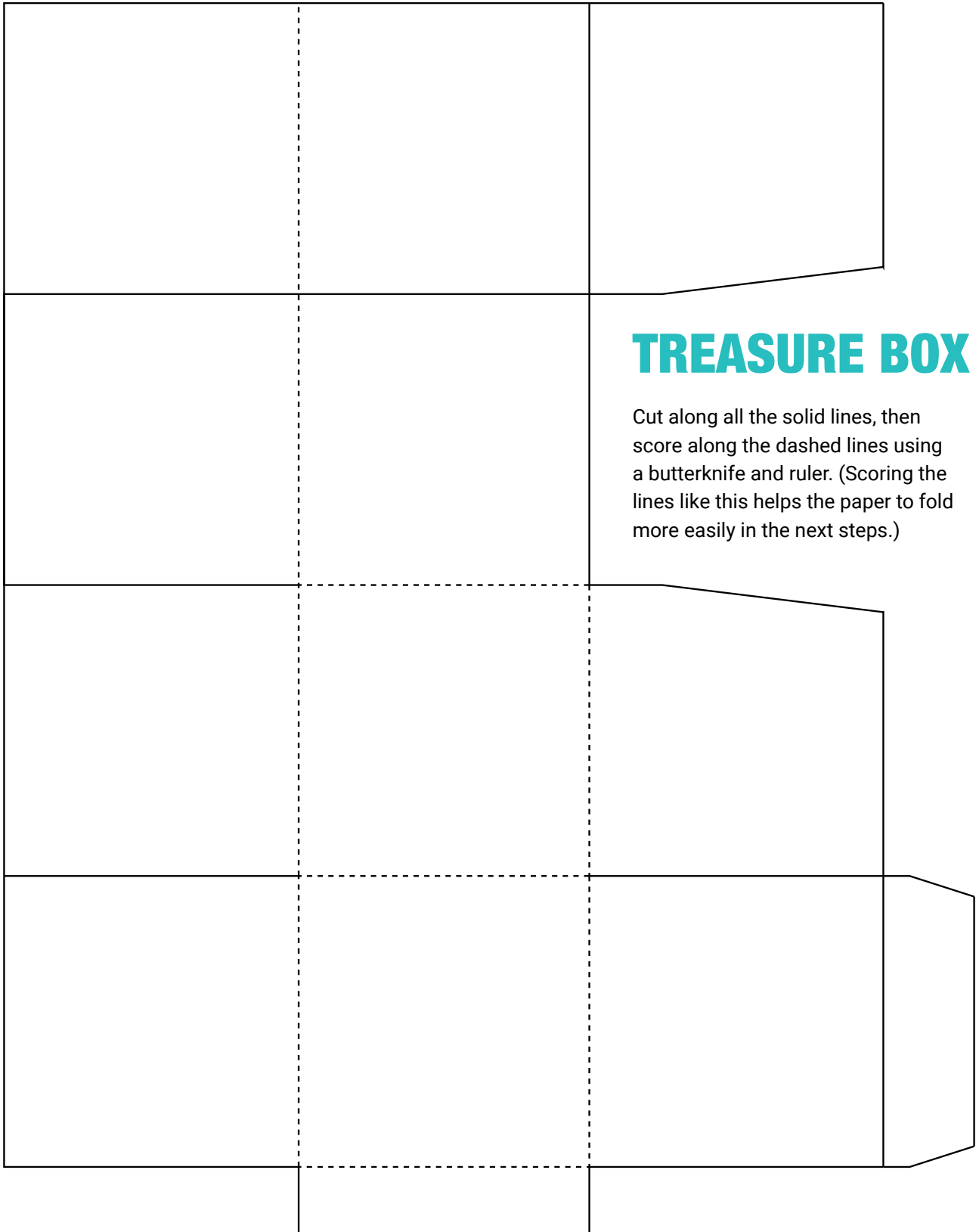
(Reference for younger kids)





SABBATH: NUMBERS AND NOTES

RESOURCES

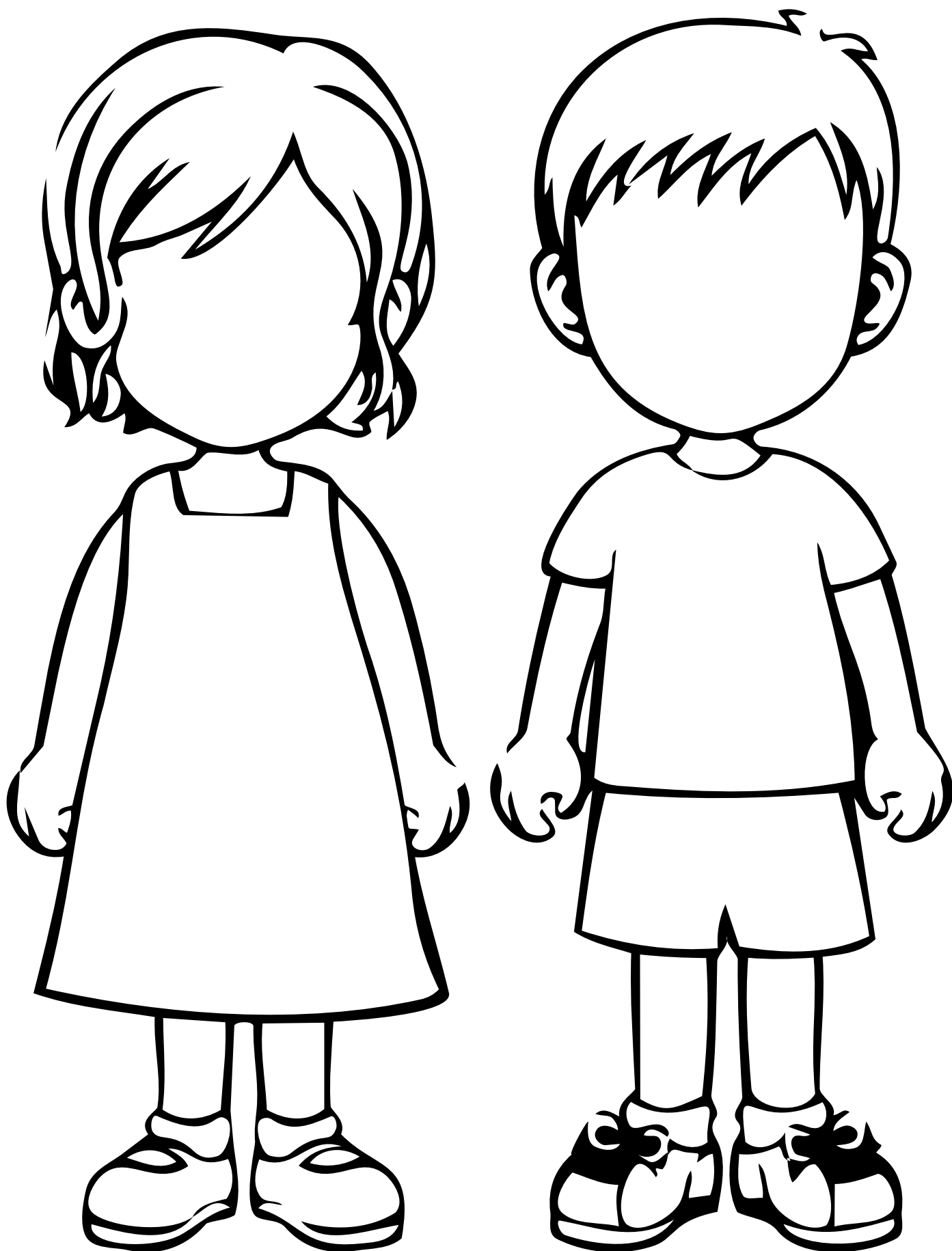


TREASURE BOX

Cut along all the solid lines, then score along the dashed lines using a butterknife and ruler. (Scoring the lines like this helps the paper to fold more easily in the next steps.)

GOD MADE ME SPECIAL

Complete the image, drawing onto the picture the things that make you special to God.



ANSWERS FOR THE CODE CRACKER

Expert Answers:

T	H	E	F	E	A	R	O	F	T	H	E	L	O	R	D
13	18	17	1	17	14	12	11	1	13	18	17	2	11	12	5

I	S	T	H	E	B	E	G	I	N	N	I	N	G	O	F
8	19	13	18	17	6	17	15	8	3	3	8	3	15	11	1

K	N	O	W	L	E	D	G	E	,	B	U	T	F	O	O	L	S
17	3	11	9	2	17	5	15	17	,	6	21	13	1	11	11	2	19

D	E	S	P	I	S	E	W	I	S	D	O	M	A	N	D
5	17	19	7	8	19	17	9	8	19	5	11	4	14	3	5

I	N	S	T	R	U	C	T	I	O	N	.
8	3	19	13	12	4	20	13	8	11	3	.

P	R	O	V	E	R	B	S	1	:	7
7	12	11	10	17	12	6	19			

CLUES

F	L	N	M	D	B	P	I	W	V	O	R	T	A	G	K	E	H	S	C	U
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

Beginner Answers:

T	H	E	F	E	A	R	O	F	T	H	E	L	O	R	D
13	18	17	1	17	14	12	11	1	13	18	17	2	11	12	5

I	S	T	H	E	B	E	G	I	N	N	I	N	G	O	F
8	19	13	18	17	6	17	15	8	3	3	8	3	15	11	1

W	I	S	D	O	M	.
9	8	19	5	11	4	.

P	S	A	L	M	S	1	1	1	:	1	0
7	19	14	2	4	19						

CLUES

F	L	N	M	D	B	P	I	W		O	R	T	A	G		E	H	S	C
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

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BEING A STEWARD
OF THE
DIMENSIONS
OF WELLNESS



An initiative of



South Pacific