



Unit: I Am, Me Too.



We can have courage to be our true selves and brave to try something new

REDWOODS

Week 4



"God didn't give us a spirit that is timid but one that is powerful, loving, and self-controlled." 2 Timothy 1:7 (CEB)

Taking stories of courage and hope from scripture & children's literature, GreenHouse will be walking kids through what it looks like to cultivate the roots of identity, awareness, connection, and justice in the way of bravery. It's imperative our community raises up the next generation to brave. In GreenHouse our kids will have the mantra: ***I will follow in the way of love, acting with courage to bring peace to my world. I will find courage within myself and encourage others to be brave, too. God made me to be brave, even if it means standing alone.***

It's important through this series that we communicate bravery effectively, being sensitive to remind them that their emotions don't discount being brave. We'll discuss bullying, issues that make us scared, and ways to cope with being worried. We'll also discuss what happens when being brave doesn't turn out our way in the end.

Having courage doesn't always look like running into a burning building or facing your biggest fears. Sometimes being courageous happens in small moments. But no matter what the situation may be that calls for courage, it takes a lot of work and it's hard to muster sometimes.



Daily Takeaway

This is the main idea of the lesson



Daily Verse/Quote/ Mantra

A memorable line that helps give meaning to the Daily Takeaway



WELCOME ACTIVITY

Supplies: stations set up, What Kind of Smarts Are You paper, feathers

As children arrive in the classroom, give them some time to play at the stations set up. Please have them choose the station and engage in an activity RIGHT AWAY. This helps keep the room calm and gives parents a sense of ease. You can pull out these stations at the END of the morning too if you have time at check-out! **One station to encourage is the “What Kind of Smarts Are You” survey because we will use these in our small group discussion.**

About 10 minutes into service, clean up stations and have kids gather together to BE BRAVE and try something new.

Floatin' Around: kids have to keep their feather up in the air for one minute only by using their breath (play a few rounds if time permits) then head over for the main teacher lesson!

INTERVIEW ME!

Supplies: Interview questions, What Kind of Smart Are You Papers

BREAK INTO SMALLER GROUPS AND GIVE EVERYONE A PARTNER

Today we learned how important it is to have courage to be ourselves and also to try new things. We are going to get to know each other and the ways we are different so I paired you up with a partner. Your job is to interview them using the questions and their completed “Kind of Smart” paper and then introduce them to the class. We’ll take 8 minutes to do this so really get to know each other.

- What do people say you’re good at?**
- What do you think you’re good at?**
- What’s your favorite thing to do with your free time?**
- What do you like about school?**
- What’s one new thing you want to try?**
- How did you show courage this week?**
- What kind of “smart” are you?**



DISCUSSION/CHALLENGE

Supplies: GreenHouse BE BRAVE Challenge packet

After everyone has been introduced, read the front letter of the GreenHouse Packet and then pass out. Encourage them to make a promise to their buddy they interviewed to both complete the challenge. Look at each page together and make sure they know what to do. Remind them that if they participate they get a prize on Sunday!

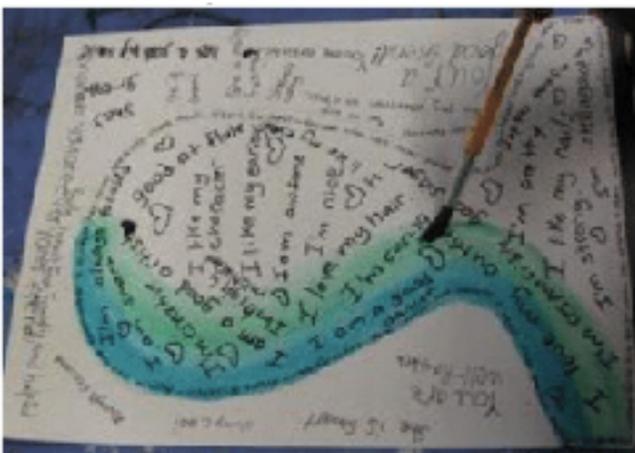
JOURNAL ART ACTIVITY

Supplies: watercolor, paper construction paper, glue, crayons, markers, journals

Pass out their journals (If kids are new, have them get a blank one)

Option 1: Draw an outline of your head. Write 20 things you like about yourself. Watercolor over it and allow it to dry

Option 2: Help each other draw a silhouette of their face. Draw pictures that describe you and show what you like about yourself. Color when finished



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