



## SERIES OVERVIEW

One of the most important foundations we can lay for our children to build upon is the truth that God made them. He made them in His image, and He also made them wonderfully unique. When children understand these powerful concepts, they see how important they really are to God. Knowing they are made and loved by God will motivate them to respect themselves and others!

## WEEKLY MAIN POINTS

Week 1: I am wonderfully made.

Week 2: I am made in God's image.

Week 3: I am important to God.

**WEEK 4: GOD MADE ME TO RESPECT MYSELF.**

Week 5: God made me to respect others.

## WEEKLY BIBLE STORIES

Week 1: Wonderfully Made • Psalm 139:14

Week 2: Made in God's Image • Genesis 1:26; Acts 17:24; Psalm 46:1; Proverbs 2:6

Week 3: You Are Important to God • Luke 12:7; John 3:16

**WEEK 4: RESPECT MYSELF • 1 CORINTHIANS 6:19-20, 16:13-14**

Week 5: Respect Others • Matthew 7:12

## SERIES MEMORY VERSE



"I am (*point thumbs to chest*)  
fearfully (*right arm muscle*)  
and wonderfully (*left arm muscle*)  
made." (*clap hands together*)  
Psalm 139:14, NIV (*open hands like a book*)

# KID CONNECT

**KID CONNECT** is all about eGROUP CONNECTIONS: for you to make connections with your eGroup and for the kids to make connections with each other. It's okay if you don't complete all the activities - some activities will work better for your group than others. Begin Kid Connect when doors open. **KID CONNECT ENDS WHEN THE WORSHIP EXPERIENCE BEGINS.**

## KEY QUESTION

Who made you?  
(*God made me.*)

## MAIN POINT

God made me to  
respect myself.

## BIBLE STORY

Respect Myself  
1 Corinthians 6:19-20,  
16:13-14

## MEMORY VERSE

"I am  
(*point thumbs to chest*)  
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(*clap hands together*)  
Psalm 139:14, NIV  
(*open hands like a book*)

## COLORING

### BEFORE THE ACTIVITY

**What you need:** crayons, activity pages (1 set of 16), Quest check-in sheet

**What you do:** Place the crayons in the center of the circle and give each child an activity page. **Write children's names and tag numbers on the Quest check-in sheet as children arrive.**

### DURING THE ACTIVITY

**What you do:** Instruct children to color their activity page. As children color, get to know them by asking what they have done today or what they are going to do.

### AFTER THE ACTIVITY

**What you do:** Make sure children's names are on their activity page. **These activity pages will be used for the second Kid Connect activity: Animal Building Blocks.**

# KID CONNECT

## ANIMAL BUILDING BLOCKS

### BEFORE THE ACTIVITY

**What you need:** activity pages (from Coloring activity), snap cubes (16), Lego stickers (1 sheet), Quest playing cards (1 deck)

**What you do:** Make sure each child has an activity page, even if it isn't colored. Give each child one snap cube. Place the Quest playing cards in a face-down stack in front of you.

### DURING THE ACTIVITY

**What you do:** Explain children will try to be the first to collect five Lego stickers on their activity page. They earn a Lego sticker each time they correctly guess which Quest animal card you will turn over.

Show children how some of the Lego blocks on their activity page have Quest animals on them. Explain that children will try to guess which Quest animal card you will turn over by placing their snap cube over the picture of one of the Quest animals on their activity page.

Tell children to place their snap cube over one of the Quest animals on their activity page. Turn over a Quest playing card. If a child placed their snap cube over the same animal as the one shown on the playing card, give the child a Lego sticker to place on his/her activity page. Repeat until one child has collected five Lego stickers on his/her activity page. This child wins!

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# GROUP CONNECT

## ONCE THE WORSHIP EXPERIENCE BEGINS

### COLOR QUESTIONS

#### BEFORE THE ACTIVITY

**What you need:** snap cubes (1 box of 16), Lego box (1), question card (1)

**What you do:** Seat children in a circle. Make sure snap cubes are all separated (not stuck together) and put the snap cubes in the Lego box.

**What you say:** "This month we're learning all about who made us! Do you know who it is? (God) That's right; God made each of us! Before we jump into a Bible story and learn more about how God made us, let's get to know each other a little better!"

#### DURING THE ACTIVITY

**What you do:** Explain that children will close their eyes, reach in the Lego box, and pull out a snap cube. The color of the snap cube will decide which question they will answer.

Ask the first child to tell his/her name and choose a snap cube from the box. Using the color of the snap cube the child chose, read the question for that color from the question card and encourage the child to respond. Repeat for each child in the eGroup.

After all children have been introduced, pass out a Quest animal sticker to each child. Have each child place it next to their name tag.

**What you say:** "We are the (insert animal name) today! There are two very special rules to remember so we can have the most fun. The rules to follow are:

1. Be Safe - How can we be safe? (*keeping our hands to ourselves, sitting when others are sitting, walking instead of running, following the rules*)
2. Be Kind - How can we be kind? (*listening when others are talking, sharing, obeying leaders, sitting on our bottoms so others can see*)

If you can obey our special rules and are ready to have fun then put one hand in the middle and repeat after me:

I am (*allow response*)

a (insert animal group name) (*allow response*)

I will (*allow response*)

be kind and safe! (*allow response*)

On the count of three everyone, say 'Go (insert animal name)!'

1 . . . 2 . . . 3 . . .

Go (insert group name)!"

#### AFTER THE ACTIVITY

**What you say:** "Now that we all know each other and we know the rules, we're ready to hear our Bible story!"

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(*clap hands together*)  
Psalm 139:14, NIV  
(*open hands like a book*)

# BIBLE CONNECT

**BIBLE CONNECT** is all about **BIBLE CONNECTIONS**: for kids to make connections with the Bible and learn to love the Bible! Children will make connections to the Bible in two ways: by hearing and talking about the Bible story and practicing the memory verse. Begin Bible Connect after the *Get To Know You* activity. **AFTER BIBLE CONNECT CHILDREN HEAD TO FREE PLAY AND LARGE GROUP.**

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## RESPECT MYSELF 1 CORINTHIANS 6:19-20, 16:13-14

### BEFORE THE ACTIVITY

**What you need:** Bible story cards (3), Bible story stickers

**What you say:** "We can find true stories in God's book, the Bible! These Bible story cards can help us learn something important God tells us in the Bible."

### DURING THE ACTIVITY

**What you do:** Show and read the Bible story using the Bible story cards. Ask the Bible story review questions. Each time a child answers a question correctly, give the child a sticker. If children can't remember the answer, take time as an eGroup to look back through the Bible story and find the answer together.

**What you say:** "Let's see how much you remember from our Bible story!"

1. "In our Bible stories this month, we're learning all about how we were made. Who made us?" (*God*)
2. "Did God make your whole body, or just part of it?" (*the whole body*)
3. "Was the Bible verse we heard about today in 1 Corinthians or 1 Cupcakians?" (*1 Corinthians*)
4. "Does 1 Corinthians 6:19-20 say we can respect our bodies by putting stickers all over them or by taking care of them?" (*by taking care of them*)
5. "When we take care of ourselves, does it show God we're thankful for our bodies or that we don't need them?" (*It shows Him we're thankful.*)
6. "Which of these is a way you can take care of your body: eating cookies or eating apples?" (*eating apples*)
7. "Which of these is a way you can keep yourself clean: taking a bath or drinking lots of juice?" (*taking a bath*)
8. "Which of these is a way you can get plenty of rest: playing with Legos or going to bed on time?" (*going to bed on time*)

### AFTER THE ACTIVITY

**What you say:** "God made our bodies, and He wants us to take care of them. When we respect ourselves by caring for our bodies, we show God that we're thankful for our bodies and that we love Him. Who made you?" (*God made me.*)

# BIBLE CONNECT

During the memory verse activity children will learn and practice the Bible verse together.

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## VERSE VOICES

### BEFORE THE ACTIVITY

**What you need:** no supplies

**What you say:** “Our Bible verse tells us God made us wonderfully!”

### DURING THE ACTIVITY

**What you do:** Say the memory verse and do the motions in front of the children. After showing them once, encourage children to practice the memory verse with you using different voices. You can use all of the voice options or choose a few, depending on time and interest.

**What you say:** “I am going to say our memory verse. Everyone watch me! (*Demonstrate the memory verse as shown in the sidebar.*) Now let's do it all together! Are you ready? (*Say the memory verse with the motions several times.*) Now let's try the verse in some silly voices!”

- “Say the verse **slowly**, like when you're putting the last block on top of your Lego tower as slowly and carefully as you can!”
- “Say the verse super **fast**, like when you're racing to clean up your Legos before your mom counts to ten!”
- “Say the verse in a **wobbly** voice, like a tall tower of Legos that's about to fall over!”
- “Say the verse in an **excited** voice, like you just built the tallest Lego tower in the world!”
- “Say the verse in a **loud** voice, like you're trying to yell so loudly that your Lego tower will crash to the ground!”
- “Say the verse in a **quiet** voice, like you're tip-toeing around a Lego tower to keep it from falling over!”

### AFTER THE ACTIVITY

**What you say:** “Great job, friends! It's so important for us to remember that God made each of us in a wonderful way!”

**What you do:** **Tell children they will have the opportunity to say the memory verse on their own during Free Play. Each child who can say the memory verse correctly will get a sticker and will then get to choose a prize before they leave!**



# YOU CONNECT

**YOU CONNECT** is about the eGroup leader (**YOU!**) helping children make connections with the main point and their lives. You Connect activities reinforce the main point with fun and engaging activities. **BEGIN YOU CONNECT AFTER LARGE GROUP.**

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## MAIN POINT

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## I CAN TAKE CARE OF ME

### BEFORE THE ACTIVITY

**What you need:** “My Checklist” sheets (1 per child), picture sticker strips (1 strip per child), leader sheet (1), sheet protectors (1 per child)

**What you do:** Seat children in a circle. Give each child a “My Checklist” sheet and a picture sticker strip.

**What you say:** “Today we’re learning that God made us to respect ourselves. We can respect ourselves by taking care of our bodies. We’re going to work together to make a checklist you can take home with you to help you take care of your body!”

### DURING THE ACTIVITY

**What you do:** Read the prompts from the leader sheet one at a time and help children place stickers over the stars on their checklists as directed. Once the last sticker has been added, give each child a sheet protector. Help children put their checklists in the sheet protectors.

### AFTER THE ACTIVITY

**What you say:** “Your checklists look great! You can use them to take care of the body God made you. Who made you? (*God made me.*)

Each day, you can use a dry erase marker to check off all the things you do to take care of your body. At the end of the day, you can wipe it clean to use again the next day!

Now let’s bow our heads and close our eyes and thank God for the bodies He has given us. *Dear God, thank You for making our bodies wonderful. Help us do things each day that respect and take care of our bodies. We love You, God. In Jesus’ name, amen.*”

# YOU CONNECT

## MAIN POINT MIX-UP

### BEFORE THE ACTIVITY

**What you need:** snap cubes

**What you do:** Seat children in a circle. Place enough snap cubes in the center of the circle for every child except two. (Example: If there are 15 children in your eGroup, place 13 snap cubes in the center of the circle.)

**What you say:** "We're going to practice our main point, '**God made me to respect myself.**' Be sure to listen carefully! Sometimes I'm going to say our main point the wrong way. Anytime I say it wrong, I want you to sit as still as a statue. But when I say the main point the right way, everyone will race to grab a snap cube from the middle of the circle! Anyone who doesn't get a snap cube will stand up and say the main point, '**God made me to respect myself,**' together!"

### DURING THE ACTIVITY

**What you do:** Read the following statements. Each time you say the main point correctly, children should race to grab the snap cubes from the middle of the circle. Encourage the two children who didn't get a snap cube to stand and say the main point, '**God made me to respect myself,**' together.

**What you say:** "Listen carefully for me to say our main point, '**God made me to respect myself.**'

- Green Gorilla made me to respect myself.
- God made me to rewrite myself.
- **God made me to respect myself.**
- God masked me to respect myself.
- God made Mom to respect myself.
- God made me to respect money.
- God made me to disrespect myself.
- **God made me to respect myself.**
- Gladys made me to respect myself.
- God mailed me to respect myself.
- God made me to read about myself.
- God made me to repeat myself.
- God made me to respect my sale.
- **God made me to respect myself.**
- God marked me to respect myself.
- God made meat to respect myself.
- God made me to respect my shelf.
- **God made me to respect myself.**

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(*clap hands together*)  
Psalm 139:14, NIV  
(*open hands like a book*)



# DISMISSAL

## KEY QUESTION

Who made you?  
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## MAIN POINT

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## MEMORY VERSE

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(*clap hands together*)  
Psalm 139:14, NIV  
(*open hands like a book*)

## QUEST DISMISSAL CARD GAMES

### BEFORE THE ACTIVITY

**What you need:** Quest playing cards

**What you do:** Choose one of the card games to play with your group as parents arrive to pick children up.

### CATCH OLLIE

#### BEFORE THE ACTIVITY

**What you do:** Deal the cards evenly among the children by placing cards in a face-down pile in front of each child. Stack any extra cards face-up in the center of the group.

#### DURING THE ACTIVITY

**What you do:** Instruct children to take turns turning over the top card from their pile and placing the card face-up in the middle of the group. The next child will do the same by placing the card from the top of their personal pile on top of the card in the center. Play continues this way until someone turns over an Ollie card on top of the center pile. When the children see Ollie, they will compete to be the first to “catch” Ollie by covering the card with their hand. The child who catches Ollie first takes all the cards from the middle and puts them at the bottom of their stack. A child wins when they have collected all of the cards! (NOTE: If time runs out or if children are disengaging with the game, the player with the most cards can be declared the winner.)

### FACE-OFF

#### BEFORE THE ACTIVITY

**What you need:** Quest playing cards (1 deck)

**What you do:** Deal the whole deck of cards evenly among all children. Each child should have a small stack of cards face-down on the floor in front of them.

#### DURING THE ACTIVITY

**What you do:** Instruct children to flip over their top card and place it on the floor close to the center of the circle. The highest card (two is lowest; ace is highest) wins that hand and takes the cards from the center. These cards can be added to their personal stack. Continue having children flip over their top card and allowing the child with the highest cards to take all the cards from the center. When a child runs out of cards, the child is out. The player to collect all the cards first is the winner!

If two people both play the card with the highest value, they will compete in a “face-off.” Each child will lay down three cards, face-down, and then flip the fourth card face-up. The highest cards wins all the cards played!

# DISMISSAL

## MATCHING

### BEFORE THE ACTIVITY

**What you do:** Spread out the playing cards face-up and encourage children to help you find 10 matching pairs of cards. Set aside the other playing cards; they will not be used in the game.

Seat children in a circle. Shuffle the matching pairs together and lay them face-down in the center of the eGroup in a 4-by-5 grid.

### DURING THE ACTIVITY

**What you do:** Children will take turns flipping over two cards. If the two cards match, the child can hold onto the two cards until the end of the game. If the two cards do not match, the child will return them to the same spots, face-down. The child with the most matches at the end wins!

eGL Note: If there are more than 10 children in the eGroup, split children into two smaller groups. Encourage children to help you create another set of 10 matching pairs of cards. Create another 4-by-5 card grid and allow each group to play with their own set of cards.

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