What we’ve prepared for you in this starter pack:

1. An overview and background information about Children in Action

2. Suggestions for getting your group organized:
   - How to begin
   - Resources you’ll need

3. In addition to Children in Action:
   - Information on leader training
   - Online resources
   - Who to contact for help and advice

4. Samples!
   Included are samples of suggested resources that will bring the most impact to the children in your life.
   - One month of unit material from Children in Action Leader

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Thank you!

Thank you for your interest in beginning a missions education program specifically designed for children in your church! Our team at national WMU is here to assist you as you reach out and implement this new way of being “on mission” on a regular basis. Please contact us if you have questions, concerns, suggestions, or just want someone to talk with as you begin.

Contact information can be found on the bottom of this page as well as on our website: [wmu.com/CA](http://wmu.com/CA).

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WHY DOES MY CHURCH NEED CHILDREN IN ACTION?
Experiences in Children in Action™ (CA™) help children to be aware that God wants everyone to know of His love, but not everyone knows of God’s love. Involvement in CA leads children to progress from a focus on self to a focus on others. Children learn the missions concepts of praying, giving, and doing missions.

Through Children in Action, a foundation is set for a lifetime of missions.

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ONLINE RESOURCES

- [wmu.com/children](http://wmu.com/children) | Stay up to date with the newest monthly features, Children in Action products, and leadership training resources.
- [wmu.com/subscribe](http://wmu.com/subscribe) | Click to subscribe to our monthly children’s newsletter for the latest ideas, tips, news, and leader articles.
- [facebook.com/NationalWMU](http://facebook.com/NationalWMU)
- [pinterest.com/NationalWMU](http://pinterest.com/NationalWMU)
- [instagram.com/Childrens_Missions](http://instagram.com/Childrens_Missions)
THE BASICS OF
Children in Action

WHAT IS CHILDREN IN ACTION?
Children in Action (CA) is the WMU missions organization for boys and girls in grades 1–6. Being in CA helps children:
• learn a biblical worldview with an emphasis on missions learning and missional living
• develop leadership skills to serve God and to share His love with others
• grow spiritually in their understanding of God and His mission, including how they are a part of God’s plan.

HOW DO CHILDREN LEARN ABOUT MISSIONS?
Each month, CAs focus on the work of a missionary in North America or an international country. Boys and girls learn through age-appropriate Bible studies and hands-on activities. Many activities in CA help children learn about the cultural aspects of a missionary’s work. They learn by hearing mission stories and using Bible verses related to missions. CAs are given the opportunity to pray for missions, give to missions, and do missions.

WHO LEADS CHILDREN IN ACTION?
Each Children in Action group will need two adult leaders to plan, prepare, and carry out the weekly sessions. A CA coordinator is needed for multiple CA groups within a church to facilitate work among the groups and bring leaders together for special activities or events.

HOW IS THE CURRICULUM ORGANIZED?
Every month, Children in Action is loaded with missions-learning experiences. Learning progresses from week to week, building upon
• Week One: the biblical basis of missions
• Week Two: introduces boys and girls to a specific ministry and the missionary who demonstrates the active compassion of Christ through that ministry
• Week Three: deepens the focus on the missionary and his or her ministry
• Week Four: provides leaders with project options or the Missions Expedition individual achievement plan (see page 5).

WHEN DO GROUPS MEET?
Children in Action groups usually meet for one hour every week. Groups can meet at your church, in homes, or in any appropriate location.

WHAT IF I HAVE QUESTIONS OR WOULD LIKE TRAINING?
Children in Action has an extensive network of consultants across North America. These consultants can talk with you one-on-one about starting or strengthening CA, and help you train church leaders. Many states and associations offer associational, regional, or statewide training for leaders and missions events for children.
To contact the CA consultant in your state or to learn more about training opportunities, visit wmu.com/statecontacts.

ADDITIONAL HELP FOR LEADERS
Visit ChristianLeaderLearning.com for online, on-demand leadership training. Click on Develop to see courses related to children’s leaders.
HOW TO BEGIN
Children in Action

FIVE EASY STEPS TO GET STARTED
1. Pray about the possibility of starting Children in Action™ and meet with your pastor and children’s minister. Explain the importance of missions education through CA™.
2. Order your CA materials for leaders.
3. Begin promoting CA six to eight weeks before it begins. Use your church bulletin or newsletter and bulletin boards.
4. Have a kickoff meeting with parents to introduce them to CA.
5. Start the first CA session with prayer, and keep children excited the entire time as they learn about missions!

ASIDE FROM LEADING CA, HERE ARE OTHER WAYS TO GET INVOLVED:
• Pray for the children and leaders in CA.
• If your church starts a group, invite children you know to CA. Provide transportation if needed.
• Make friends with the parents of CAs who are not regularly involved in the church.
• Volunteer to chaperone CA events and mission action projects.
• Volunteer to help with Missions Expedition™ once a month.
• Volunteer to coordinate Children’s Missions Day™.

For more information on Missions Expedition, see page 5.
For information on Children’s Missions Day, visit wmu.com/cmd.
RESOURCING

**Children in Action**

**Children in Action Leader**

*Children in Action Leader* is the quarterly, 48-page planning guide/kit that is essential for your weekly Children in Action™ meetings. It includes full-color posters, reproducible activity pages, Bible-learning activities, and ministry project ideas. Designed exclusively for boys and girls in grades 1–6.

Order one per classroom or per leader.

4 quarterly issues • $69.99 annually

**Badges**

WMU® offers a variety of missions participation badges. They are a great way to recognize, encourage, and motivate children as they learn.

The badges should correspond with programs, events, and projects in which children will participate. Most groups select four to seven badges or stars a year.

There are no formal requirements for disbursing badges from WMU. We encourage leaders to develop a badge program that works best for their groups.

New badges are created every year and prices vary per badge. For available badges, visit wmustore.com/children.

**Children’s Missions DVD**

Want a closer look at missionaries around the world and exotic missions fields? DVD includes one child-friendly video per month on an IMB or NAMB missions area as featured in 2017–2018 Children in Action Leader, GA World, or RA World magazines.

DVD is included in the Fall resource kits for each organization and can be purchased separately.

W177105 • $7.99

Save 20% on these resources with promo code PACK8. Offer expires September 30, 2018.
IN ADDITION TO

Children in Action

Missions Expedition
Get ready for a new adventure! Missions Expedition™ is the optional individual achievement plan for Children in Action™ members or can be used as a stand-alone resource for children. Through the more than 150 hands-on activities, Scripture memorizations, and ministry ideas, children will apply daily biblical principles and gain a deeper understanding of missions.

W127105 • $24.99

Recognition badges (example shown here) are sold separately.

CA Promotion Pack
Help your children connect to CA™ when they use the large posters in this pack to learn and say the CA Motto, Pledge, and Verse together. Designed to include items that can be used from year-to-year.

W167108 • $6.99

Children in Action Guide for Leaders
Includes everything you need to know about starting and leading Children in Action.

W127112 • $5.99 (print)
E127167 • $4.99 (download)

QUESTIONS?
State WMU®: Contact your state children’s consultant. Links to websites of state offices may be found at wmu.com/statecontacts.

National WMU®: Email children@wmu.org.

To order resources: Call WMU Customer Service at 1-800-968-7301 or visit wmustore.com. Request a free WMU catalog when you place your order.

MINISTRY CONTACT
Heather Keller
Ministry Consultant for Children
hkeller@wmu.org
205-995-4816
SEPTEMBER: SALT LAKE CITY
OCTOBER: THE DEAF
NOVEMBER: COLUMBUS

Activity Pages and Posters Included for Each Unit
NOTE TO LEADERS:
Prepare ahead of time for Week 4 Projects suggested each month (see pp. 14–15, 27–28, and 40–41). Depending on the activity, you may need to
1. send home permission slips to take children off church property,
2. arrange for transportation and extra adults to supervise the group,
3. contact the owner/manager of the site of your missions outing,
4. check with parents for allergies or medical conditions that may limit a child’s participation,
5. ask children to bring in supplies needed for the project, and
6. send out special invitations and/or information sheets.

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MONTH AT A GLANCE

In September, CAs will begin the month with a study of Genesis 6:9–22. They will learn about Noah’s faith and how he did everything God commanded. Next, they will meet missionaries Travis and Staci Kerns, who serve in Salt Lake City, Utah. CAs will learn how the Kernses connect churches, church planters, and missions teams to church plants. They will be challenged to connect with their communities and share their faith.

■ WEEK ONE — CAs will learn how Noah exhibited his faith by doing everything God commanded him to do.

■ WEEK TWO — CAs will meet Travis and Staci Kerns and learn how Travis connects churches, church planters, and missions teams to church plants in Salt Lake City, Utah.

4872 W. Cave Peak Dr.
Riverton, UT  84096
tkerns@namb.net
namb.net/send-cities/saltlakecity/
Facebook: Send Salt Lake City

■ WEEK THREE — CAs will be challenged to make connections in their own communities as they read about the Kerns family making connections in Salt Lake City, Utah.

■ WEEK FOUR — CAs will consider how they can live their lives on mission.

The missionaries featured in this unit are not always able to reply to every correspondence they receive. When sending letters, cards, photos, or gifts to the missionary(ies), please include a self-addressed, stamped postcard that they can use to acknowledge receipt of your mailing.

BIBLE VERSE

“Noah did everything just as God commanded him” (Genesis 6:22).

SEPTEMBER LIVE ACTION PROJECT

The Live Action Project suggested each month can be done in groups, or each child may determine what they can do to help others. The Live Action Projects are separate from the Projects included in Week 4 and are meant to offer leaders and CAs optional ministry opportunities. In September, Children in Action will create a prayer ministry. Children may collect prayer requests from friends, church members, and family. Children may request prayer requests in person or by email (with adult supervision). Then, during the month, children will pray for them each day or on certain days of the week.
Cloud in a Jar

SUPPLIES
- glass jar with lid
- boiling water
- small pot
- stove top
- glass measuring cup
- aerosol spray
- ice cubes

1. When several children have arrived, show them the jar and say: *We are going to make a rain cloud in a jar.*
2. Boil the water. Pour about \( \frac{1}{3} \) cup of the boiling water into the jar.
3. Spray a little of the aerosol spray into the jar.
4. Turn the lid of the jar upside down and put the ice cubes on top of the lid. Set the lid on top of the jar.
5. Watch for a cloud to form. When there is a good cloud inside, remove the lid and watch the vapor float out of the jar.
6. Say: *Clouds are often a sign that rain is coming. This month we will be learning about a man who survived a huge rain storm and flood. His name was Noah.*
7. After all children have arrived, take attendance. Recognize any CAs with birthdays this week.
8. Say together the CA Motto, Pledge, and Scripture Verse (p. 1).

Living Cartoons

SUPPLIES
- Bible
- colored pencils or markers
- Activity Page 1, one per CA
- camera

Before the session, make copies of Activity Page 1, one per CA.

1. Say: *Noah was a godly man who had faith in God. The Bible says Noah did everything God commanded him to do. Listen while I read his story.*
2. Read Genesis 6:9–22 from your Bible.
3. Distribute “Draw a Story” (Activity Page 1). Instruct children to draw the scenes from the story on the blank cartoon strip.
4. When CAs have finished drawing, say: *Let’s make a living cartoon strip of the story.*
5. Form groups and assign each group a section of the cartoon strip. Instruct CAs to practice posing as the scene from the story.
6. When children have had time to practice, line the groups up in order and tell them to pose.
7. Take photos of the living cartoons.

TIP: If your CA group is small, consider snapping a photo of each scene and directing CAs to pose again for the next scene.
Faithful Builder

**SUPPLIES**
- Activity Page 2
- Pencil or pen

**Before the session**, make copies of “Faithful Builder” (Activity Page 2).

1. Direct children to “Faithful Builder” (Activity Page 2). Read the directions and instruct them to work the puzzle.
2. When children have completed the puzzle, read the verse aloud together.

**CLOSING** 5–10 minutes

**Prayertime: Umbrella of Protection**

**SUPPLIES**
- Umbrella
- Dry-erase markers (optional)
- Sticky notes (optional)
- Copies of “Family Missions Focus” (Available at wmu.com/ThisMonth)

1. Read aloud one of the “September MK Profiles” (p. 46).
2. Show CAs the umbrella. Say: God protected Noah and his family and the animals from the flood. He protects us, too.
3. Say: We’re going to put two kinds of prayers on our “Umbrella of Protection.” First, let’s write ways we have seen God protect us or others.
4. As children say their praises of protection, write them on the umbrella with a dry-erase marker or on sticky notes to place on the umbrella.
5. After children have finished their praises of protection, ask them for prayers for protection.
6. Write their prayers for protection on the umbrella or on the sticky notes to place on the umbrella.
7. Ask for volunteers to pray and thank God for His protection. Ask for one volunteer to pray for protection for the September MK and his or her family.
8. Send home with each child a copy of “Family Missions Focus” (available online).

**Everybody In!**

**SUPPLIES**
- Masking tape

1. Mark a small rectangle on the floor with masking tape.
2. Tell children to get as many people as they can inside the rectangle.
3. There are no restrictions on how they can squeeze in. They can hold one another on their backs, for example.
4. If children can get everyone in the rectangle easily, make the rectangle smaller and smaller until it is almost impossible to fit everyone.
5. Talk about how cramped it must have been on the ark for so many days, especially with all those smelly animals!
OPENING  5–10 minutes
Complete this activity with children as they arrive.

So Much Salt!

■ SUPPLIES
  □ two glass jars  □ salt
  □ measuring cup  □ two raw eggs
  □ spoon

1. As children arrive, say: Let’s perform an experiment.
2. Put 1 1/3 cups warm water in each jar.
3. In one jar, put 1/3 cup of table salt. Let children stir until the salt dissolves. This may take several minutes.
5. Gently place an egg in the jar of salt water. Note what happens.
6. Ask: Why do you think the egg sank in the water without salt and floated in the salt water?
7. Explain: As the salt dissolves, it makes the water heavier, or more dense. This allows objects to float in the water.
8. Experiment with other objects.
9. After all children have arrived, take attendance. Recognize any CAs with birthdays this week.
10. Say together the CA Motto, Pledge, and Scripture Verse (p. 1).

STORY  15–20 minutes
If you teach mixed ages, divide into younger and older groups for these activities. Or select the option that best fits your group.

Follow the Road to Becoming a Missionary

1. Say: Each missionary has a story of how God called him or her to be a missionary. Each story is unique. At the same time, each one is a little like Noah’s story. When God gave Noah instructions to build the ark and prepare food for his family, what was Noah’s response? (He did everything God told him to do.) The Kernses in Salt Lake City obeyed God like Noah.
2. Continue: Building the ark took about 120 years. When God tells a person that she will be a missionary, it might be years before she actually becomes a missionary.
3. Tell the following story.

When Travis Kerns was a college student, he studied religious groups called cults. Cults do not believe the biblical truths about Jesus. In one class, he studied the beliefs of Mormons. He knew he wanted to share Jesus with Mormons.

Travis became a seminary professor. He taught classes about cults like Mormonism.

He traveled with seminary students to Utah on missions trips. Each time Travis went, he loved Utah and Mormon people more than he had the time before.

Travis told his wife Staci about his broken heart for the people of Utah. He wanted them to know Jesus.
A few months later, Staci was listening to a sermon in their church. She felt God telling her that it was time for them to move to Utah.

Travis and Staci were ready to go! But they didn’t know where they would go or what they would do. They prayed for several months about the move to Utah.

One day the phone rang. It was the North American Mission Board. Would Travis be interested in moving to Utah to be a Send City missionary? Yes! Now they knew what God wanted them to do in Utah!

### Planting Churches in Salt Lake City

**SUPPLIES**
- Activity Page 3
- Game markers
- Number cube
- Poster 1

1. Show Poster 1.
2. Direct CAs to “Hello, Salt Lake City!” (Activity Page 3). Read and discuss the information.
3. Read this story:

   **Travis Kerns studied Mormonism while he was in college. Later, he made several missions trips to Salt Lake City. God showed Travis He wanted him to move to Salt Lake City.**

   **In Salt Lake City, only 2 out of every 100 people are Christians. Most of the people in Salt Lake City are Mormons. Mormonism is a religion that does not believe what the Bible teaches about God and Jesus. Travis and Staci moved to Salt Lake City to tell Mormons about the love of Jesus.**

   **Travis’s most important job is connecting people. He connects churches, church planters, and missions teams to church plants. He connects people so they can work together to share Jesus’ love.**

### Connect

**SUPPLIES**
- Poster 2

**Before the session**, cut apart the cards from “Connect” (Poster 2).

1. Designate one child to represent Travis Kerns. Designate another to represent a church planter/pastor.
2. Give the child representing Travis Kerns the card labeled **Travis Kerns’s To-Do List**. Give each remaining child a card.
3. The “church planter” will stand away from the other children. “Travis Kerns” will pantomime typing an email or making a phone call and will read a sentence aloud. The two children who have the cards that help with the activity will walk to the “church planter.” The “church planter” will extend his arm and the “church” and “missions team” will put their hands on him. Continue until all children have their hands on the church planter’s hand.
4. Say: **One of Travis Kerns’s most important jobs is connecting churches and missions teams who want to help church planters.**

### EXPERIENCE 15–20 minutes

**Here to There Race**

**SUPPLIES**
- Found items in classroom
- Masking tape

1. Form two teams.
2. Use masking tape to make starting and finish lines for each team on opposite sides of the room.
3. Say: **Let’s play a game about making connections. The object of the game is to race to make a chain of objects between your starting and finish lines. You may use anything you find in the room to make the chain. All the items in the chain must touch one another.**
4. After the game, ask: **How could you make connections in your community? How could you connect people to your church? How could you help people connect to Jesus?**
5. Instruct children to put away the objects they used.

**Here I Am**

**SUPPLIES**
- Blindfold

1. Choose one CA to be the “seeker,” and blindfold her or ask her to shut her eyes tightly.
2. Instruct the other children to hide throughout the room.
3. The “seeker” will search for the other children by listening as they repeat **Here I am** until one is found.
4. A leader should help direct the “seeker” so she doesn’t get hurt moving around the room.
5. After the game, ask: **How could you help seekers find the answers they are looking for? How could you connect seekers to your church? How could you help seekers connect to Jesus?**
6. Once the “seeker” has found one of the children, she will choose another CA to be the seeker.

### CLOSING 10 minutes

**Prayertime**

**SUPPLIES**
- Interlocking building blocks

1. Read aloud one of the “September MK Profiles” (p. 46).
2. Have children sit in a circle on the floor and place a bowl of interlocking building blocks in the middle.
3. Say: **Let’s pray for the MK and Travis Kerns in Salt Lake City.**
4. Say: **You may each choose a block from the bowl. We will go around the circle and pray. You may pray aloud or silently.**
5. Say: **After you pray, hand your block to the next person in the circle. He will connect your block to his. After he has prayed, he will hand the connected blocks to the next person.**
OPENING 10–15 minutes
Complete this activity with children as they arrive.

Frog Eye Salad
■ SUPPLIES
- 2 small boxes tapioca pudding, prepared
- 1 can pineapple tidbits, drained
- 2 cans mandarin oranges, drained
- 1/2 cup flaked coconut
- 3 cups mini marshmallows
- 1 (8 ounce) carton of whipped topping
- large bowl
- large spoon
- disposable bowls or cups
- spoons

Before the session, prepare the tapioca pudding.

1. As CAs arrive, say: We’re going to make a popular food from Utah called frog eye salad.
2. Have children wash their hands.
3. Let CAs mix whipped topping into the pudding.
4. Instruct children to add the remaining ingredients: pineapple, mandarin oranges, coconut, and marshmallows. Tell them to stir after each ingredient is added.
5. Spoon the frog eye salad into bowls so children can eat.
6. After all children have arrived, take attendance. Recognize any CAs with birthdays this week.
7. Say together the CA Motto, Pledge, and Scripture Verse (p. 1).

NOTE: Frog eye salad is usually made with vanilla pudding and cooked acini de pepe pasta. However, this pasta is difficult to find, so we’ve suggested tapioca instead.

STORY 15–20 minutes
If you teach mixed ages, divide into younger and older groups for these activities. Or select the option that best fits your group.

Multiplying Faith in Salt Lake City
1. Say: When we tell someone about Jesus’ love, we never know how many people will hear that message. Listen to this story about God multiplying Travis’s witness to a family at a party.
2. Tell this story:

A church plant in Salt Lake City had a neighborhood party. They thought it would be a good way to meet people. Travis Kerns met a couple at the party. They asked Travis some questions about Mormonism. Travis explained to them that Mormonism does not teach the truth about God. He told them how much Jesus loves them. The couple asked, “How can we get what you have?” Travis told them, and the couple decided to become Christians. They were baptized a few months later.

The father and mother told their children about Jesus. They became Christians too. They told other members of their family about Jesus, and they became Christians. The family shares their faith in Jesus with many people. They teach
classes to people who want to know more about Jesus. They wrote some lessons to show people the truth about God. This family wants people in Utah to know Jesus loves them.

3. Say: Travis may never know how many people have become Christians because he told one couple at a party about Jesus.

Blessing Dash

**SUPPLIES**
- four paper plates
- cookie template downloaded from wmu.com/ThisMonth
- scissors
- masking tape

**Before the session,** print cookies from wmu.com/ThisMonth and cut them out. You will need one cookie per CA.

1. Mark starting and finish lines on the floor on opposite ends of the room. Place a plate with the paper cookies on each team's starting line and an empty plate on each team's finish line.
2. Form two teams. Have one person from each team stand at the starting line with an empty plate.
3. Help the other CAs form an obstacle course with their bodies. For example, one person forms a tunnel out of her legs for the runner to crawl through, a CA kneels on his knees for the runner to hop over, or two children lie side by side for the runner to step over. They may not use anything but their own bodies to form the obstacles.
4. Say: The object of this game is to bless your neighbor with a plate of cookies. The first person in line will be the “good neighbor.” She will carry her plate with a cookie on it to her “neighbor’s house” at the finish line and place the cookie on the plate there.
5. Say: Each time a runner finishes the course, she will lay the plate on the start line and trade places with one of the children in the obstacle course. This child will run to the starting line, put a cookie on the plate, and take it through the obstacle course to the “neighbor’s house.”
6. Say: Play will continue until everyone has had a turn at being the “good neighbor.”
7. After the game, ask: What are some obstacles that might keep us from blessing our neighbors? (too many activities, fear, would rather spend time doing something else).

**Toss a Verse**

**SUPPLIES**
- Poster 8
- beanbag
- scissors

**Before the session,** cut apart the two sets of words from the Bible verse on Poster 8.

1. Form two teams. Assign each team one of the card colors.
2. Mark a line on the floor for each team to stand behind to throw their beanbag.
3. Scatter Bible verse cards for both teams on the floor.
4. Teams will take turns tossing their beanbag and trying to land on Bible verse words. Each time they land on a word, they will collect it for their team. When a team has collected all of their cards, they will put them in the correct order.
5. When both teams have finished, have children say the verse aloud together.

**Prayer Chain**

**SUPPLIES**
- construction paper
- clear tape
- scissors
- pencils or fine-tip markers

**Before the session,** cut construction paper into 2-inch wide strips.

1. Read aloud one of the “September MK Profiles” (p. 46).
2. Show CAs the paper strips you prepared. Give each child a few of the strips, along with pencils or fine-tip markers.
3. Say: Let’s make a prayer chain. Write prayer requests on the strips. Write a request for the MK, Travis Kerns, Salt Lake City, or for yourself or someone you know.
4. When children have had time to write several requests, help them tape the paper strips together to make loops, and make a paper chain with the loops. Say: Let’s hang our prayer chain here in our room. Anytime you have a prayer request, you may add another link to the chain.
5. Keep supplies to make more links near the chain.
6. Close by allowing children to pray for the requests they added to the chain.

**EXPERIENCE** 10–15 minutes

If you teach mixed ages, divide into younger and older groups for these activities. Or select the option that best fits your group.

**Community Connections**

**SUPPLIES**
- Poster 3
- number cube
- dry-erase board
- dry-erase marker

**Before the session,** prepare the “Community Connections” game (Poster 3) by cutting out the game pieces.
OVERVIEW
CAs will consider how they can live their lives on mission.

BIBLE VERSE
“Noah did everything just as God commanded him” (Genesis 6:22).

Help children create a list of ways they can help an unchurched neighbor and include one way per month on their calendars.

NOTES: ________________________________
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OPENING 10 minutes
Complete this activity with children as they arrive.

Structures
■ SUPPLIES
☐ mini marshmallows          ☐ toothpicks

1. Provide miniature marshmallows and toothpicks for children.
2. Challenge CAs to see who can build the highest structure.
3. While CAs are working, talk with them about ways they can make connections for Jesus in their communities and schools.
4. After all children have arrived, take attendance. Recognize any CAs with birthdays this week.
5. Say together the CA Motto, Pledge, and Scripture Verse (p. 1).

PROJECT 1 25–40 minutes
Select one project to complete as a group.

Birthday Blessing Bags
■ SUPPLIES
☐ Activity Page 4          ☐ birthday wrapping paper
☐ pencils or pens          ☐ tape
☐ paper shopping bags      ☐ cupcakes
☐ stickers                 ☐ icing
☐ poster board             ☐ plastic knives
☐ markers                  ☐ candy sprinkles
☐ large box

Before beginning this project, contact a local food pantry where your CAs would like to donate the Birthday Blessing Bags. Take note of any special instructions or restrictions related to that agency. Bake or purchase unfrosted cupcakes.

1. Direct CAs to “Can You Connect” (Activity Page 4). Instruct them to read and complete the activity.
2. Say: Sometimes people do not have enough money to buy food for their families. Food pantries provide food for them. Can you imagine what it would be like to be a child whose family couldn’t afford to buy food? What if your family couldn’t afford to buy you a birthday cake or give you a birthday party?
3. Tell children that your group will lead your church in collecting items for “Birthday Blessing Bags” and packaging them to deliver to a local food pantry.
4. Ask CAs to help make a list of items to include in the “Birthday Blessing Bags.”
5. Divide children into three groups to work on the project.
6. For the first group, provide several pieces of poster board and markers to make posters advertising your project. Include items needed, drop off location, and due date for donations.
Here is a list of possible items to collect:
- cans of icing
- boxed cake mixes
- birthday candles
- balloons
- birthday napkins
- birthday plates
- birthday banners
- birthday cards
- streamers
- party hats
- pencils or pens
- scissors
- card stock
- loose-leaf rings
- stickers
- hole punch
- one per CA
- cookies

7. The second group will decorate a collection box in which church members may place their donations. Provide a large box, wrapping paper, and tape.
8. The last group will use stickers and markers to decorate paper shopping bags that will be used for the “Birthday Blessing Bags.”
9. When children have completed their assignments, let them frost and decorate birthday cupcakes for your group.
10. Before they eat the cupcakes together, have CAs pray for the children who will receive the “Birthday Blessing Bags.”
11. If time permits, have children place the collection box in a prominent place and hang the posters.
12. End by praying for the families who will receive the “Birthday Blessing Bags.”

PROJECT 2 25–40 minutes
A Year of Connections

SUPPLIES
- Internet access
- Poster 4
- pencils or pens
- card stock
- scissors
- markers
- hole punch
- loose-leaf rings

Before the session, print “A Year of Connections” calendars and “Monthly Connection Projects” from wmu.com/ThisMonth. You will need one set of each for each CA. Print calendar pages on card stock for durability.

1. Show children “A Year of Connections” (Poster 4). Say: We will keep track of connections you make in your community this year on this calendar. It will be a good reminder to all of us. Every week, you may place a sticker on the poster if you have made a connection and tell everyone what you did.
2. Give each child a set of calendar pages and monthly community connection ideas printed from wmu.com/ThisMonth.
3. Tell CAs to cut apart their calendar pages.
4. Help children punch holes in their cards. Instruct them to be careful to punch the holes in the same spot on each card.
5. Read the monthly community connection ideas with children. Encourage them to choose projects their family will enjoy doing together.
6. Instruct girls and boys to glue the community connection ideas they have chosen on their calendars. If children want to, they can come up with their own ideas to write on their calendars.
7. Say: You may use stickers and markers to decorate each calendar page if you like.
8. Let CAs put their calendars on loose-leaf rings.
9. Serve cookies and remind CAs of how the Kernses try to be good neighbors.
10. Pray for the children and their communities. Pray that God will use their connections throughout the year to help their friends and neighbors learn about God’s love for them.

PROJECT 3 25–40 minutes
Missions Expedition
1. Missions ExpeditionSM is the individual achievement plan for Children in ActionSM. Obtain a copy of Missions Expedition.
2. Focus on earning the Missions Expedition badge. Challenge children to earn this badge by creating an evidence box for the items they will create to show evidence of their expedition in missions this year.
3. Locate a safe place to store children's evidence boxes once completed. You will want to keep these in your CA SM meeting space or nearby so children can add things to this weekly.
4. Gather supplies for your children. Shoe boxes or shoe box-sized plastic storage containers make great evidence boxes for collecting items to show what children have learned and created this year. Also gather stickers, markers, and individual pictures of children to use.
5. Say: Today we will create an evidence box for you to keep all the projects and activities we do this year in CA. At the end of the year, we’ll have a complete collection to show everyone all of the great things you’ve done!
6. Have each child decorate his or her box. Remind children to put their names on their own box.

CLOSING 10 minutes
Faithful Prayer Warriors
1. Read aloud one of the “September MK Profiles” (p. 46). Pray for the MK.
2. Say: This month we’ve learned about witnessing to Mormons in Salt Lake City.
3. Say: It is important for us to continue to pray for Travis and Staci Kerns as they work to plant new churches and witness to their neighbors.
4. Give CAs an opportunity to pray.

TAKE NOTE: If you have a fifth meeting this month, visit wmu.com/ThisMonth for additional ideas.

ABOUT THE WRITERS
Tammy Bankston is a pastor’s wife from Saunderstown, Rhode Island. She enjoys reading, cooking, tutoring teens, and spending time with her two grandsons.

Claudian Boatman connects with neighborhood children through sharing flowers and piles of fall leaves. She is an assistant GA® leader and tutors in her local church ministry.

Children in Action Leader 15
Noah loved and obeyed God. Read about him in Genesis 6:9–22. In the squares below, draw cartoons of the different parts of the story.

1. Noah was a godly man. He and his wife had three sons named Shem, Ham, and Japheth.

2. God was sad that the earth was full of sinful people. He told Noah he would send a flood and destroy everything.

3. God told Noah to build a huge ark with a roof and a door.

4. God told Noah to take animals, food, and his family on the ark. He made a promise to keep them safe from the flood.

“Noah did everything just as God commanded him” (Genesis 6:22).

Now that you’ve drawn the story, get your friends to help you make living cartoons. Take turns posing as characters in each of the scenes from the story. Take pictures of your living cartoons!
Noah had faith in God. He trusted what God told him. Because he trusted God, he followed God’s directions. He was willing to build a boat where there was no water, even when it probably made no sense to him.

Noah’s ark is covered with words from the story. Find boards with rainbow colors. Write those words on the lines below to find out how Noah showed his faith in God.
Hello, Salt Lake City!

The Great Salt Lake is saltier than the ocean. The salt in the lake makes the water buoyant. That means people can float in the water very easily. People like swimming in the lake, but when they get out of the water they must shower well to get rid of the salt.

Utah native Walter Frederick Morrison invented what is known today as the flying disc while tossing cake pans at the beach. He called his invention the Pluto Platter.

Utah is named after a Native American tribe, the Ute. One of the possible meanings of Utah is “people of the mountains.”

Rubber chickens are manufactured in Salt Lake City.

There is one place in the United States where four states meet at their corners. At the Four Corners Monument, you can stand in Arizona, Colorado, New Mexico, and Utah.

Utah’s official favorite snack is Jell-O. Historically, more Jell-O has been eaten in Utah than in any other state.

The television was invented by Philo T. Farnsworth, who was born in Utah.

Utah is named after a Native American tribe, the Ute. One of the possible meanings of Utah is “people of the mountains.”
Travis Kerns’s favorite verse is Isaiah 6:8: “Then I heard the voice of the Lord. He said, ‘Who will I send? Who will go for us?’ I said, ‘Here I am. Send me!’”

Connect the letters to find out what Travis did when God told him to go to Salt Lake City.

What did Travis do?

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