

PRETEENS PROGRAM

A course on life with 10-12 year olds and their parents



King's Kids Sweden

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The preteens program was put together by various people in various languages. An informal English version had been developed in various countries during the 1980s and 1990s, and it was after hearing Wynne Stearns (KKI UK and Middle East) give a teaching about this experience, that Guy and Joëlle Zeller (King's Kids Switzerland) put together a French version in 1997 and later translated into English. Some parts in the introduction part are based on that. A decade later, in 2007, a German version was released in Switzerland in the form of a manual for the preteens programme.

During my work with King's Kids in Switzerland and Germany, I gained experience in using that manual, conducting the course and training other leaders in this. Many thoughts in this manual come from these experiences. Teachings from the YWAM schools in "Biblical Christian Worldview", "Principles in Child, Youth and Family Ministry" (PCYFM) and teaching by Landa Cope have also inspired this manual. It is thus based on many years of experience but is also adapted to the present time and age and will be updated over time.

If you want to start your own preteens group where you live and want to get some tips, you are welcome to contact us at elisabeth@kingskids.se. We would also offer some online training if you have more people who want to learn more about the Preteens program.

If you have completed the Preteens program and want to give feedback, share your experiences and suggestions, we would be very happy to hear from you. Simply write to the same e-mail address.

Thank you

To everyone who has helped to make this manual come to be.

Thank you to everyone who has shared their experiences over the past decades and everyone who has participated in our various Preteens groups. We love to see children and young people grow in their faith and their personality and wish that many more in the future can get equipped and trained to become strong adults who, with their faith and experience of God, change society and the world.

Elisabeth Wahl
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Contents

Introduction

What is a preteen?

The word preteen describes a child between the ages of 10 and 12, the age at which children begin to enter puberty. Today we talk a lot about the challenges that teenagers face and the need for leaders to work with this age group. However, we tend to forget that what we see in a teenager's life often has its roots in the first twelve years of his or her life.

While work among teenagers is really needed, why not also give time to the age group just before it? As the old saying puts it, "Prevention is better than cure."

As children enter adolescence, they need to know what awaits them and what traps the enemy likes to use to destroy them. Preteens are usually very curious about many different topics and eager to discover things. God has given us adults this special time to invest in the child's life, but often we miss this great opportunity.

We are not saying that a child cannot give his or her life to Jesus after the age of 13, or that God cannot work in his or her life. However, here are some traits that many young people share, which can make it more difficult and which tend to appear more and more early in life: apathy, passivity, indifference, peer pressure, fear of other people's opinions, fear of not fitting in, and a strong desire for affirmation of one's own personality and choices. During the same period, they often make decisions that affect their entire future: lifestyle, circle of friends, studies and career choices.

Let's meet the challenge of this new generation! We need to intervene earlier, not when the children have already turned away from both their parents and God. Adolescence brings so many changes to a young person's life that it is crucial to give him or her good tools to be able to deal well with those years.

Samuel in the Bible, is a good example of a man that God started to train when he was very young. God taught Samuel to hear and recognize His voice, to keep His word, and to pass it on without fear of men.

David was trained as he was taking care of his father's flock of sheep, killing lions and bears, learning to worship his God, and to know him in a proven way. Through this "small" responsibility, God prepared him to become a shepherd for Israel.

What vision do we have for our children? Do we see them as men and women whom God is raising up as leaders? Or are we only interested in their knowing the Bible and behaving like good and reasonable Christians?

We often hear that young people are the Church of tomorrow. How do we prepare this church of the future? How much time, human and financial resources are we willing to invest in order for the Church to become the passionate bride the Lord is looking for? What is the vision behind our Sunday Schools? Aren't children also part of today's church? What place do we give them in the Church? What "lion" or "bear" do we let them meet so that they can discover God's power? What about worship, intercession, and service? What role do they have and what can they contribute?

The destiny of this generation

A war is raging over the lives of the children in this emerging generation. Those who are born are already survivors. Abortion kills more than 70 million people every year. We can also look at how children are under attack in other ways through abuse, violence and child prostitution. More subtly, over the past 60 years, there has been a massive attack on marriage and family, destroying the conditions God has provided for children to grow up safely. Children are therefore vulnerable. More and more often, careers, personal goals, or even service in the church are prioritized over our children.

The fact that children are so vulnerable has some parallels in history. God's Word mentions two such occasions that marked very strategic times for his people.

Pharaoh and the Children of Israel

The first took place during the Israelites' enslavement in Egypt, about 1500 years before Christ. Pharaoh was frightened by how fast the Hebrew people were growing and tried to enslave them even more. When this did not stop the Hebrew population from growing, he commanded that all newborn Hebrew boys be killed (Exodus 1). Behind Pharaoh stood the enemy of our souls who tried to prevent God's people from fulfilling what God intended for them. This killing took place just as a key person was about to be born: Moses, whom God had chosen to become Israel's deliverer. But God is sovereign and through the obedience of a brave mother, and a sister, Moses was saved.

Herod and the birth of Jesus

The second occasion occurred at the birth of Jesus. When the wise men asked King Herod where the newborn king of the Jews was, Herod got troubled by this question. Who could be the king of the Jewish people except for himself? He therefore commanded that all children in Bethlehem who were under the age of two should be killed (Matthew 2). But here again, behind Herod, we find the prince of this world, on the eve of his defeat, sensing the time where God would deliver His people from the slavery of sin. However, God warned the wise men and urged Joseph and Mary to leave and stay in Egypt until the death of the king.

We can see that our enemy is subtle and often more able than we are to discern the signs of the times. Now we are again in a time where Satan is trying to destroy children. What is scaring him about this generation? Who are the deliverers he is trying to eliminate?

Understanding those questions will help us grasp the issues at stake, discern the fight that is raging over today's young people, and understand their destiny.

No other generation in history has been as close as this one to accomplishing Jesus' command to preach the gospel to the whole world. Will our children be part of those who will see the fulfilment of this command? Will they fully inherit the promise of Joel 2:28 "And afterwards, I will pour out my Spirit on all people. Your sons and daughters will prophesy, your old men will dream dreams, your young men will see visions." Let's place ourselves before God and seek to understand His plan for our children!

Preteens are a target

Preteens have become a clear target – and the world has understood it very well. Many TV shows, social media, fashion and gadgets are targeting this age group. But in addition to economic motives, this is also about a spiritual struggle. The enemy is trying to communicate his values increasingly early to the new generation. What values are we going to communicate to our children? Life or death? Intellectual knowledge or a proven experience of biblical truths? Are we raising children who will be disgusted by our hypocritical religious practices? Or do we raise people who, like Daniel, stand firm in their faith, their integrity, and their dedication to the living God?

The child's development and response to God

Children have a basic trust in their lives. Little children can love the Lord Jesus and sing praises to Father God in a real and loving way. They can understand the gospel if it is explained in a simple way, and they can choose to follow Jesus. Jesus can be their best friend. Their emotions control most things and their intellect and will are not as important. Even if they come from a non-believing background, they seem so open to receive the Lord. If this age group has an opportunity to hear about Jesus, they respond with their heart. But understanding how Jesus can come into their life is a very complicated concept for a child. Jesus comes through the Holy Spirit, as if we are breathing air. This child is "saved". We put "saved" in quotation marks because the church thinks of salvation as a one-time event, but for young children from believing families, this can be a process.

When they reach the age of eight to eleven, children are more ready to accept Jesus as their Savior because they start realizing that they are making wrong choices. They know what guilt feels like. They know what they do wrong. They also do many things that aren't really sins but that adults consider as sins.

Children will do things that seem like a good idea at the time, like climbing on a tree or on a roof so high that we need to call the firemen. In this type of situation, children are not

really sinning. They are doing crazy things in an innocent way. Because of this feeling of guilt, they really feel the need for a Saviour.

At this age, it's a lot about "thinking and doing". While listening, they often need to have something to do with their hands. It is easy to condemn them as "unspiritual" when, for example, you see girls braiding each other's hair during a worship service. They are helpful, friendly, and positive. They also see everything in black and white, there is little place for grey zones. It is very important to introduce them to the Holy Spirit because they will try to put their life in order, they are sorry for their bad behaviour, but the next day they start teasing their siblings again. This is very discouraging for them! But we need to teach them that, firstly, we are not perfect, and secondly, God gave us His Spirit to help us. Some children make a decision to follow Jesus several times, which can mean a deepening of their relationship with God. As the child grows, develops and changes, he/she will want to respond to the Lord in a new way.

By the time they become teenagers, they have matured a bit and realized that the rest of their lives are ahead of them. As they begin to develop physically and the hormones make themselves felt, the emotions will also come up again. The following years can be turbulent and many urgent issues may arise. Free will becomes very important and they need to be challenged to want to follow God. It is a response of the will. They will then have to make a conscious choice about who to live for. They need to discover God's calling for their lives and get a vision of how God can use them. (This often happens, for example, at a camp or a large conference where they can see their lives from a new perspective, outside of their "everyday thinking"). When you ask foreign missionaries, many can attest that they felt called to missions even before they were fourteen years old.

Needs of preteens

The need to be loved unconditionally and to feel safe

We can communicate this feeling of security in different ways: through appropriate physical touch, by establishing eye contact, and by giving the child undivided attention. The child's self-esteem is especially built up through intimate moments together in the family, and the father has a key role in imparting a sense of security.

Giving unconditional love takes time. Let's take advantage of spending time with our children at that age and investing in their lives. As they enter adolescence, often the gap between the parents (especially the father) and their children becomes wider. This happens for several reasons. First, the child begins to detach from his/her parents, to affirm his/her own will, and to take on his own activities and interests. Next, parents sometimes don't know how to deal with the physical development that takes place in the child. They may also feel helpless in face of the sudden and sometimes violent outbursts of independence that are caused by the child's emotions returning to the foreground. The

parents may feel a little lost, not knowing what to do. They may stop showing affection and stop trying to have conversations with their child.

Other parents end up at the opposite extreme: they don't realize that their child is becoming an adult and continue to treat him like a small child. They want to keep the young person dependent on them, missing this crucial stage of training to become an adult. In this sense, the child needs to be given space, understanding and trust from his/her parents. Young people need to have the freedom to ask questions and receive answers. If they do not find this freedom in their family, or if they do not have the impression that their questions are taken seriously, they will go and ask them elsewhere. Then they might find answers that are not the ones we would have wished for! Of course, parents can't always answer everything. They need to show humility by allowing their children to challenge their opinions. This will greatly contribute to giving them a sense of security and of personal value.

The need to be accepted, appreciated, and valued

The words that are spoken over a child – or the lack of them – will affect what the child will become in the future. Our words will be influenced by how we see our children. Do we look at our preteens with the eyes of faith? Let us then speak what the Lord thinks about them. Let us repeat to them that God believes in them and that He has plans for their lives. We must be careful not only to praise them for what they do well or for the gifts God has given them, but also for the good choices they make and for who they are. Otherwise, they may become people pleasers, believing that God loves them only when they behave well or when they are very talented. The words of faith we speak over them will release their potential and help them become what God intended them to be.

The need for new experiences

Children have a constant need to learn and discover new things. This is especially noticeable in the preteen age in an eagerness for knowledge and an interest in many different things. In many homes, children are deprived of this joy of discovery because their parents are afraid that something will happen to them. Or they spend most of their waking hours in adult-controlled activities where their joy of discovery is dampened when it does not fit into the large group. Unfortunately, this often leads to a struggle for independence and the children can therefore become very rebellious.

By encouraging the preteens to try new things, we develop their initiative and creativity. By trying out many new activities, young people discover their talents, what they enjoy doing, and what interests them most. With the help of their parents, they will also be able to learn from their mistakes.

The need to be given responsibilities

From an early age, we teach children to be responsible for their own choices and to accept the consequences. But around the age of 10-12, the child becomes capable of carrying greater responsibilities, with supervision.

For example, it can be about:

Taking care of younger children for a while

Some of the household chores

Some financial responsibility

In every child there is a seed of leadership that needs to be watered. Adolescence then becomes an ideal time to develop these talents. A young person who is given responsibility appropriate to his or her age feels valued, knows that we believe in him and that we trust him or her.

The need to form their own opinion

Children easily embrace the opinions of authority figures (parents, teachers, youth leaders). Preadolescence is the start of a more personal way of thinking. Preteens therefore begin to ask deeper and more existential questions. They also need to get more detailed answers. Preconceived ideas, simplistic opinions and quick answers are no longer enough.

For example, they wonder:

Why is one way of thinking better than another?

How can we be sure that this is true?

Eventually, preteens don't embrace an opinion just because one of their authority figures says so. They realize that different people have different ideas. They need to form their own opinions based on thoughtful decisions. This is a very important stage, because when the shaky time of adolescence comes, their beliefs will not last long if the foundation has not been carefully laid.

Adults' responsibilities

Will we accept these preteens as responsible growing children that we trust? While they still need management and lack experience, it's good if they get involved in making some decisions. They need not only their own parents but also spiritual mothers and fathers to lead them, challenge them and step by step lead them into maturity.

What does the Bible say about the responsibility of adults? "Hear, Israel! The Lord our God, the Lord is one. And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength. These words that I am giving you today you must put on your heart. And you shall inculcate them in your children, and speak of them when you sit in your house, and when you walk on the road, when you lie down, and when you get up." Deuteronomy 6:4-7

God's Word is not only to be taught but also imparted. This means taking every situation that is offered to teach children God's laws – the framework that God provides for life. "Teachable moments" come up when you're sitting at the dining table, when shopping,

driving or doing homework. The Bible is full of advice and guidance (such as the book of Proverbs), and the advice is given to people in all kinds of life situations. Nowadays, we think that we mainly get spiritual teaching in church, for the children in Sunday school, for example. But that input can only be a complement to the spiritual teaching that parents can give.

The Preteens course aims to support parents in this responsibility. Parents' responsibility for their children's lives cannot be left to others. Therefore, the course is focused on empowering parents in their role rather than taking responsibility away from them. In recent decades, our western society has increasingly transferred the responsibility for the child's upbringing from the parents to trained staff in preschool and school. Today, it is common for children to learn their first words or take their first steps at preschool and for the teachers there to ensure that the children become good members of society. In the church, too, spiritual education has been increasingly placed on Sunday school and other church activities. This trend makes parents uncertain about their parental role, in the role of spiritual guide and role model. Only three generations ago, it was natural for children to be brought up first and foremost by their parents. The Church and its leaders in the children's and youth ministry need to help parents see their responsibility and support them in taking on this God-given task again.

If we want to give the responsibility back to the parents, we go against the spirit of the times. The Preteens course will cost extra time, energy and creativity from the parents. It is important that they know their responsibilities but are also aware of their unique opportunities. The Preteens course involves a fairly large commitment from the parents and in some families it may be necessary to make drastic changes in the weekly planning so that they can take the time needed. Maybe the TV, computer or mobile phone will need to be turned off, children may have activities during a week that may need to be paused, to make more time available for the Preteens course. The children will need the support of their parents to really prioritize time while the course is going on. But whatever sacrifices they have to make, it pays off in the long run and brings blessings. Parents get the chance to deepen their relationship with their children and it becomes a good help for them before adolescence and further into adulthood.

Even as a church, you may need to review routines and structures to give the children the opportunity to take responsibility for different areas and grow in their giftings. When the children feel that they are needed and respected and that there is room for them in the church, they can move away from a consumerism attitude to one of ownership. If they get the chance to try their giftings out in church, they are more likely to become active there, even as teenagers and young adults, and it is more likely that they will take steps to look for a new church when they leave the nest and move to another place.

The Examples of Jewish Culture

Around the world in many societies and cultures, it is common to have some kind of training and ceremony for young people in their preteens, to introduce them into adulthood. Jewish boys have Bar Mitzvah at age 13 while Jewish girls have Bat Mitzvah at age 12 (the words mean "son of the commandment" and "daughter of the commandment"). At this time, the young person becomes responsible for his/her own choices. He is allowed to read Torah in the Synagogue, to lead parts of the service, he receives a prayer scarf, the phylacteries, and some adult privileges. He becomes an adult in training.

The Hebrew term for a boy between the ages of 10 and 12 is Na'ar, which means "youth shaking himself free". It describes the process in which the child begins to detach himself from parental authority in order to develop his own will. This is a natural process that helps the child become a responsible and independent adult.

The Hebrew term Bach'ur is used for boys between the ages of 13 and 15 and means "maturing warrior." It shows God's heart for this age group. God's plan for teenagers is not lethargy or the fear of man but to become an overcomer.

Jesus at the age of 12

The Bible tells us almost nothing about Jesus' life between His birth and the beginning of His ministry – except for one occasion, in Luke 2:41-51. This must be a significant moment. At the age of 12, Jesus walked with his family from Nazareth to Jerusalem, as they did every year, to celebrate the Passover. It was a long journey from Nazareth, which could take about a week on foot for just one way. All of Israel was going to the capital on this occasion, and the city was swarming with people. After the feast, everyone started to go home again. But after a day's walking, Joseph and Mary noticed that Jesus was missing. So they returned to Jerusalem and searched for him for three days. They finally went to the temple. Maybe they went there to pray and cry out to God, rather than to look for Jesus. Eventually, they found him in there in the temple courts, where he was sitting among the teachers, listening and asking questions. Everyone who heard him was amazed at his understanding.

Mary said, "Child, why have you done this to us? Your father and I have been very worried and looking for you."

We can only imagine Mary's tone when finding her unconcerned son after several days of searching for him! How could he not even notice we were gone? Why didn't he tell us what he was planning to do? The tension that had been stored up for all these days must have come out like an erupting volcano! Especially in a Middle Eastern culture where people are not known for holding back their emotions. Jesus simply answered: "Why did you look for me? Did you not know that I must be in my Father's house?" But they didn't understand

what he was saying to them. Then he went down to Nazareth with them and was obedient to them. But his mother treasured all these things in her heart.

We can ask ourselves the following question: did Jesus sin? If one of our children were to do the same thing, how would we react? Wouldn't we consider this attitude to be a lack of respect, complete thoughtlessness, or even recklessness? Yet the Bible affirms that Jesus is the only person who never sinned, and this story teaches us a lesson about children in this age group.

At the age of 12, children can sometimes find themselves in unexpected situations without wanting to do anything wrong. They just think that something seems like a good idea. For example climbing a roof to help a cat and not knowing how to come down from it. But such events can also provide clues about their calling. Let's, like Mary, know how to treasure these things in our heart. Jesus was perfect – but he was also 12 years old. He was a perfect twelve-year-old.

At the age of 12, a child often begins to become aware of his calling. Jesus affirms that at the age of 12, it is time for him to take care of his Father's business. He is aware of his mission. Unfortunately, sometimes we are like Joseph and Mary – we do not understand what the child is trying to express. Rather than stifle this calling, we should encourage it and help the child grow into his mission.

Jesus eventually returned to Nazareth and obeyed his parents. Submission was an important part of his upbringing, and this is a concept that also needs to be taught and worked on in the preteen's life. It is in this framework that a young person will be able to "grow in wisdom and stature, and in favor with God and man" (Luke 2:52).

The transition to adolescence

In all societies throughout history, there have been rites of passage, ceremonies that mark the transition from one stage of life to another: weddings, deaths, births. These rites are important because they serve as milestones in our lives. They help us enter new phases.

Today, in many non-Western societies, we can still see rites of passage associated with puberty, which mark the transition between childhood and adulthood. Adolescence as a stage appeared because of the length of formal education in our western societies. It corresponds to the time lapse between the child's physiological changes and his/her real entry into adult life. In our Western societies, this transition happens much later, between the ages of 17 and 20.

We have tried to introduce certain milestones, such as confirmation in certain church contexts. But our society is lacking clear guidelines, and the adolescent period looks more like a kind of „no man's land". Many decisions are made for the children, and they are expected to take less responsibility and then at age 18, we expect them to act according to their age. But where do they get any training for that? We should gradually give them more and more responsibility.

For many hundreds of years, Jewish boys have had Bar Mitzvah, which is preceded by a year of education that prepares the child for adulthood. The message is: "Young people, we want to prepare you for the radical changes that will take place in your lives."

During this time, the Jewish boy is taught about criminal, civil, and purity laws from the Torah. Earlier the Bar Mitzvah (son of duty) was also called Bar Onuschin, son of punishment or someone that is responsible for what he is doing. Earlier he also learned his father's profession. These years were intended to lay a strong foundation for adulthood.

Thirteen-year-old boys and twelve-year-old girls were counted as fully responsible for their actions in the Jewish community. The same is true even today in many non-Western societies. Teenagers work side by side with the adults. For example, they are needed to help with the harvest or to take care of the home when their parents are working. They share the responsibility for the family's survival. They know that if they don't work, they can't eat.

Leading children step by step in taking responsibility and helping them broaden their view of life, faith, God and other people, is an important part of preparing for adulthood. Children aged 10–12 enjoy being with adults. Let us then take advantage of this wonderful time of openness and give the children of that age the best of our time, our teaching, our energy and our love.

Studies in Sweden show that young children spend about 3 awake hours with their parents every day. That time gets shorter the older the child gets with longer school days and after school activities. At the same time, many children express that they would like to have more time with their parents. There comes a time when the child no longer wants to spend as much time with their parents. Therefore, it is good to take advantage of the time before that happens.

The word that best describes adolescence is change:

Physical changes

- Boys' voices change

- Acne

- Sexual maturity

- Body hair growth

- Body odors...

Intellectual changes

- Abstract thinking: The ability to understand the perspectives of others

- Self-awareness

- The need to question what has always been accepted

The need for answers

Insecurity

Emotional changes

Emotions come back stronger

Mood swings

Dealing with sex drive (especially in boys)

Importance of the senses (smell, loud music, touch)

Spiritual Changes

The Importance of Christ's Lordship in Life

These changes create a lot of uncertainty, but God wants to train children to become strong and stand firm. Let's get close to them before the world does. This age group needs our focused attention, both in the church and in the community.

Ethos

Every person has a special way of looking at life. This is called worldview and it is unconsciously influenced by the outside world (family and society) from an early age. Before a child reaches the age of six, he has received basic answers to questions such as whether he is loved or not, whether there is a God or not, etc. When children are between ten and twelve years old, they think through their worldview to see if they still believe what they have learned from their parents, their preschool staff or their teachers. As Christians, we want to see the world the way God sees it. We assume that there is a truth and a right way of thinking. In a society without absolute truths, it becomes even more important to know what our own worldview is and why we believe and think the way we do. The Preteens Course serves as a support in demonstrating to preteens what Christian faith is. Together, adults and children can ask questions about the Christian worldview and test their way of thinking. Four basic questions are essential in this.

Life's four basic Questions

Where do I come from (Ontology)?

The question of where I come from is always answered in a person's life, but the answer given is crucial. If everything came about by pure chance, then my life has no value and no purpose. If, on the other hand, everything was created intentionally, then my life has a value because someone wanted me here on earth. This means that there must be a final reality behind everything. This includes family history, nationality, traditions, etc.

Where am I going (Teleology)?

The question of the goal and purpose of my life is connected to the question of my origin. That question also needs to be answered, and the question is what the answer will be.

Other religions say that we are on our way to a paradise with virgins, to nirvana, that we will be reincarnated or the like. As Christians we believe that, since God has created us, we can also believe that our goal is ultimately to come back to God and to be with Him. But our calling right now goes further than that. At the moment, we have the mission to build God's kingdom here on earth; to be God's hands and feet, to act according to God's will and bring God's purposes into all the situations in which we find ourselves. In Matthew 24:14, it says, "And the message of the kingdom will be proclaimed in all the world and will be a witness to all nations. Then the end will come." It is not about living as Christians just so that it is enough to go to heaven after death, but about a living and growing faith in, and relationship with, God, that affects our lives and changes our surroundings. This includes teaching about the Kingdom of God, discovering our destiny, gifts and the destiny of our generation, serving etc.

How do I know (Epistemology)?

Faith is not the same as knowledge. From what sources do we get our knowledge, and how does God talk to us? Faith and knowledge go together. I can believe that the Bible is true, but I also need to know that it is so and have other sources to base this knowledge on (for example, that God speaks into our lives through the Bible, archaeology, history, etc.). Today, we have more archaeological finds than any other time in history, confirming events in the Bible. Through God's Word, knowledge and wisdom can grow, and the Holy Spirit can help us to understand the Bible and to apply its teachings in our lives. Working on this issue means discovering the Bible with our preteens and giving them a strong foundation to stand on where they can find truth, knowledge, and wisdom for all areas of life.

What has the highest value (Axiology)?

These questions touch on our deepest values and how they influence our thoughts and actions. Each religion or ideology answers them in its own way, and from that answer flows the actions. As Christians, we believe that we are created and loved by God, as stated in Psalm 139. He had plans for us even before we existed. It gives us value. Therefore, we can appreciate each other; treat others with respect, resist peer pressure, help and support each other.

Our thinking determines our actions!

The four pillars of the Preteens Course

Partnership with the parents

Parents' involvement with their children is one of the most important aspects of this training. The changes that will happen during puberty can sometimes be quite dramatic. Many parents feel lost in the face of this new behavior. They don't know how to deal with their children, and this is especially true for fathers. Therefore, there is often a growing

distance in the relationship between parents and children, and this distance becomes even greater if the relationship was not strong from the beginning.

This training is therefore an important time of investment. As a church, it would be easy to give over everything and let specialists take care of the course. It would save the parents time, preparation and energy – but that would not be God's idea. As we wrote earlier, parents are responsible for the upbringing of their children. The role of the Church is to support, equip, and assist them in this mission.

As it involves a large commitment, it is important that the parents themselves choose whether they want to take part in the course or not. Even if it is offered as an alternative to Sunday school during a church service, parents need to be able to choose to participate.

Our experience is that it is good to involve the parents as much as possible in the course itself. You always need the help of adults to prepare snacks, pray or to lead a, or practical lesson. We usually ask the parents to sign up for one or two subjects, or more if it is a small group, at the first meeting with the parents before the course starts. Some parents have given a practical lesson based on their professional expertise (for example, we had a Scout leader who showed first aid and a computer scientist who showed how to use the internet in a good way...). In this way, the adults see that they have something to give to the children and the children find it exciting to hear real everyday and work stories. Often there is a topic that you have especially on your heart and that you want to convey to the children. If the parents want to give a biblical or practical lesson, you as a leader can offer them help during the preparation and perhaps meet them in advance and talk about it so that they can get tips and feel safe. Our experience is that the manual is a good help in the preparations, but it also leaves room to put your own stamp on the teaching.

Partnership with the church

It is often difficult for preteens to find their place in the church. They are too old to go to Sunday school with all the small children and too young for the youth group. In order for the Preteens Course to help the children to be involved in church life, it works best if you hold the course in your own church. If you have a group consisting of children from different churches and congregations, it is important that youth leaders and pastors know that the children are participating. It is even better in such a situation if you can involve the youth leaders from the different churches in the course itself. They are the ones who will be the children's leaders after the course has ended and it is good to give them the chance to get to know the children a little so that later they can be officially welcomed to the youth group.

When preteens learn new things, it's important that they get the chance to try them out as well. Many young people today are mere consumers and they tend to leave the church because of boredom. They need to learn to use their giftings and become active participants and co-owners instead of just consumers. This can be done in different ways.

The church's sound technicians can have one or two preteens who help, and can teach them how the sound works, or they can join a coffee group and prepare coffee. They can play in the worship team or greet people when they come to the service. They can cook for the Alpha course, sit on the church leadership as experts on the rising generation, start managing parts of the church's website or come up with fantastic ideas about everything from evangelism to chair stacking. The different possibilities depend mostly on the size and structure of the church.

Also take the opportunity to involve people from the church in the course. Some can contribute to the practical parts by sharing tips from their work or interests. Others may share something in the theoretical part, something that is close to their hearts. The children then see that the course does not only concern a few people, but that the whole community cares about training and equipping them.

To get the most out of the partnership with the church, it is a good idea as a leader to take time before the first course to tell the church leadership and the rest of the church about the course's vision. In the churches where the leadership understands the importance of training the young people and is behind the course, it becomes easier for the children to take responsibility.

Biblical teaching

Preteens are, as said earlier, at an age when they question much of what they previously took for granted and believed to be true. The biblical themes of the course will help the children find answers regarding what is true, what they believe/do not believe and why/why not. This is not an academic moment where someone who knows everything teaches those who don't know anything. It should not look like school, but be relaxed and creative. The goal is to address topics that are relevant to them, and give them the opportunity to share their questions, experiences, and difficulties. The teacher should be humble and able to share their own questions, fears, failures, and experiences, while conveying that God loves them, that He believes in them, and wants to help them.

Practical teaching

Many young people today lack knowledge about practical things in everyday life. The course aims to take advantage of their willingness to learn and give them skills that will be useful for the rest of their lives so that they can become responsible adults. Preteens usually appreciate this. The old saying fits well here: "Give a man a fish and you will feed him for a day. Teach him how to fish and you will feed him for life."

We usually vary the activities so that we include both those that are usually perceived as more feminine, such as washing or cooking, and those that are perceived as more masculine, such as car care and taking care of one's bike. These activities can be an

encouragement for those children who may not be doing well in school but have practical skills.

The practical part is about giving the young people their own experiences. This requires an environment that is safe – no one should be in danger – and free, so that they can make their own decisions. It's a paradox: protect without suffocating, release without letting go. This helps them learn to find solutions themselves.

Examples of tasks:

Here's a car and a spare wheel – change the tire in 10 minutes

Here's a recipe – try cooking it

Here are 20 euros and the menu for today's lunch. Write a shopping list and buy what is needed for it

After instructing them what to do, give them time to try it out for themselves. It may fail completely, but as long as it's nothing dangerous, let them try. The lessons they learn from their own trials and failures they learn much more than if they solve it directly.

Here are some tips to promote learning:

Plan enough time

Don't have too much at a time that needs to be done. It's easy to "want to be on the safe side" by planning too many things to do.

Provide the opportunity to try

Avoid situations where some participants are allowed to try while others just watch. They need to get involved personally, do it in their own way and try their own solutions. For this reason, we need to divide ourselves into small groups so that everyone can be involved. We can plan different stations and have a rotation schedule.

Try to end on a positive note (successfully)

Still, failed attempts can leave a good impression if they lead to something positive. It is better to point the participants in the right direction so that they finally succeed in the task than to end with the fact that they did not succeed.

How do we put it into practice?

Teaching method

Deuteronomy 6:6-7 encourages us to talk to children in everyday contexts. It is when they do things they enjoy doing that we can teach them. By strengthening our relationship with them, we create a trust that helps them navigate through adolescence.

This course, therefore, places a strong emphasis on relationships and how things are done. The person who teaches and the way the teaching is given is just as important as the content itself. It is best if the participants know the person who is speaking. If not, he or

she should take the opportunity to get to know the young people when eating together. The speaker should be confident in his or her topic, passionate, and full of enthusiasm.

We can use visual aids, videos, short role plays and the like. It prolongs and improves children's attention. It is also good to make the teaching interactive, so that participants can answer questions, give feedback or ask questions themselves.

It is good if some of the gatherings – if not all – lead to prayer times. Prayer is a vital part of our relationship with God and we wish that it will become a natural part of the children's everyday life as well. We do not want to shower the children with information, but help them live out their faith and make decisions for Jesus Christ. The continuing course should not only be a place of intellectual instruction, but also a place where we experience the power of God. Prayer is like "the mortar that holds the wall together". It would be a shame to just pile bricks, rejoice at how tall the building will be, and later complain that the wall collapsed at the first small earthquake (and such will surely happen in the teenage years).

These prayer times can be carried out in different ways:

- All together

- Only with those who ask for it

- In small groups

- In pairs

It is good to encourage children to pray for their friends. Sharing prayer topics creates a climate of trust, respect and strong bonds among the children.

Discipline

For western kids especially, there is an expectation that children should sit still and behave like adults. Children often do this because it's what the culture expects, but deep down, they're not like that. We need to be creative, because this age group is often bored, even in church. If we cannot be creative with them, how will we reach the thousands of children who have not yet met Jesus? They will not sit still and listen politely for a long time.

If we don't understand how they function inside, we won't be able to keep them interested and lead them to Jesus. Let's respect their need to use their energy, and plan a program that doesn't just require them to sit still.

In the Preteens Course, we generally choose to have only a few rules that everyone must follow, such as being quiet and listening when someone else is speaking and not tolerating bad jokes, disrespect, or putting each other down. It's easy to get tired of the enthusiasm and noise level in this age group. Then it is important not to let them take over. Of course, we want fun, but not chaos. It's better to set boundaries from the beginning, even if it requires a lot of energy the first two or three times. It is a help for the rest of the program. It's good to have talked about mobile phones from the beginning. We recommend having

a completely phone-free policy during the program and to communicating this to the parents as well. If all parents receive the leaders' phone numbers, they can communicate with their child if there is an emergency.

If we notice unacceptable behavior, we should take the child aside and talk to him or her. Men should talk to boys and women to girls.

Teachable moments

Unforeseeable events can be difficult for some children, who need to know what is going to happen in order to feel safe. But they can also be more instructive than an entire teaching lesson.

For example, we can ask the children to meet at the nearest grocery store instead of the meeting room. There we divide them into pairs and give each couple a small amount of money for the snack break (adapted to the cost of living in the country and the program's budget). They get a limited time to buy things with the money. Some, the most individualistic, will buy as much as they can with their own money. Others will think of putting the money together to buy food for four or even six people. Just before we eat, we compare what they have bought to show that cooperation is beneficial. It also gives them an idea of what food costs.

We can also hand out the snacks in the following way: a nicely set table with plenty to eat for some "rich" (3-4 children), half a biscuit on the floor for some "poor" (3-4 children) and a simple snack for everyone in the "middle class" (everyone else). Drawing lots determines everyone's social class – and then "bon appétit"! The reactions are very interesting to observe. The "rich" are either very happy or very embarrassed. The "middle class" does not know whether to expect anything from the rich or give to the poor. The "poor" do not know if they can ask for food and if so, who to ask. Afterwards, we can talk about the emotions that arose, since this age group is very sensitive to injustice.

Key Ingredients of Preteens Course

The Preteens book

Each preteen receives a small book or binder at the beginning of the course where they can write their own thoughts, homework assignments, memory verses, etc. It can be like a kind of diary that can help them along the way, even later in life. In order for the children to learn the most important aspects of the teaching, it is good if they receive summaries of this on a piece of paper that they can paste into their book or put in their binder - preferably before the meeting is over so that they really get all the papers home. The practical part of the first course session is intended to creatively decorate the book or the front cover of the binder. But if you don't have time for it, you can also give it as a homework.

On the first page of the book, the fathers are given the task of writing a letter to their children at the beginning of the course. (If there is no father, mother can do it.) It can be about what they think of their child or thoughts and dreams they have for their life. Although it can be quite challenging for the fathers to write this letter, it helps to deepen the relationship and makes the fathers feel involved from the start. In Sweden, we strive for equality, but in reality it is usually the mothers who do the homework with the children, take care of them when they are sick and have the most time with them. But in upbringing, both are needed. One of the most important roles of fathers is to give and speak out identity. Already when a child is conceived, it is the father's sperm that determines the child's sex and his task is then also to confirm the child's gender identity.

Games

Ideas for games are endless, both those that are related to the theme and those that aren't. Examples for games can be found on the internet, for example on www.kki.global. Often the scouts movement has good ideas for games. But here are some ideas to get you started:

Move around the room while music is playing. When the music stops, the leader shows a number with his fingers. Then everyone must quickly form groups of that number of people. If there are 20 people and the number is 3, two people will be without a group. Play without consequences for a while, and then start removing the children who are left without a group until only two winners remain. The game provides an opportunity to talk about the feeling of being excluded.

Trust play: form groups of three. One person stands straight with their feet together and their arms crossed over their chest. The other two stand in front and behind, gently pushing their friend back and forth. We learn to trust our friends and let them catch us. The game can be done blindfolded. You can then form larger groups of 7-8 people who stand around the blindfolded person, gently pushing him or her over in different directions.

Games are an effective way to strengthen friendships, build team spirit and include everyone. But we should choose games that suit the age group and also vary them so that the same children do not always end up in the center.

The role of food

Eating together gives us time to build relationships, get to know each other, and show personal interest in the children. They crave quality time with adults. You can learn a lot about them around a dining table. Small groups often form, especially during meals. Sometimes we can let them choose where they sit, but it can also be good to mix them

through instructions, for example: Sit in a circle, sit in your small groups, divide by gender, sit with people who have the same hair color.

It is important to allow young people to build strong friendships before adolescence. As they gradually begin to distance themselves from their parents, it means a lot that they have good friends at church. The group formed through the Preteens Course can encourage each other to make good decisions.

This time can also be used to train leadership. At each gathering, a child may be responsible for, for example:

- Leading the meal

- Making announcements

- Praying or choosing a song for the prayer of thanksgiving

- Keeping track of time

- Organising the cleaning

This often leads to interesting situations where their leadership skills become visible. Afterwards, you can have a short evaluation where you encourage the leader and give tips on how the person can grow in their leadership.

The parent-child talk

The parent-child talk should not be seen as ordinary homework like you get in school, but more as an in-depth study of the teaching. The parents and children share the responsibility for making it happen and it is good to encourage them to plan time for this right from the start. It is one of the most important ingredients during the course as parents get the chance to inspire their children. Here they can talk about the topic of the week and what mom or dad has experienced about it. It becomes so much stronger for the children if the teaching is supplemented with the parents' own stories. It helps if the parents themselves are asked the questions for the parent-child talk, either on paper or digitally, so they can think it through before talking to the children.

Of course, the topics covered vary depending on the group and the circumstances of life. In some subjects, parents may feel that their children do not have many questions yet or lack the necessary maturity. Then you go as far in the conversations as it suits at the time and later bring up the topic, when the interest and maturity are there. The theme of practical service in the church can only be addressed if there is an opportunity for the children to really try and use their giftings in the church. Here, the parents' commitment and relationship with the church is important.

Mom - daughter / father - son - weekend (or day)

The Preteens Course also includes a special day or weekend with the child and the parent of the same sex as the child. In order for the conversations to be deep, it is a good idea to

plan the weekend sometime in the middle or during the second half of the course, so that parents and children have already had time to talk regularly about various topics. Whether it is a day or a whole weekend depends on the composition of the group and what suits you best.

It is also possible to divide the group and for the fathers to meet with their sons in a different place from the mothers with their daughters. Before the weekend begins, the parent and the child should plan something special together that they want to do. Maybe something that they have already thought for a long time that they want to do. A suggestion could be to do it on the way to the overnight stay. If you only have one day instead of a weekend, you can also do this special thing on another occasion.

The overnight stay includes two teaching parts, one of which is about relationships and love. Then it is appropriate for the parent to tell their child about how he/she got to know his/her partner and what to do when you fall in love, etc. The second teaching is about emotional and physical changes that will come during adolescence. There, too, the parent gets the opportunity to tell how they experienced the changes when they were in their teens. This is not always easy for the parents, as it depends on how much openness they have in the family when it comes to talking about feelings and things they experience. The appendix contains a question paper that can help parents prepare for the conversation.

Parent meetings

Before the course starts, it is good to have an initial information meeting where you tell parents more about the course and its structure, and also give them a schedule. It is good to already use this opportunity and ask the parents if they are willing to give a lesson, either biblical or practical, and also write dates in their calendars.

A second parent meeting could be a few weeks before the parents' weekend. Then you hand out the conversation material when they have time to prepare for it. You can also make an initial evaluation during that meeting and talk about how things are going with the home talks. If there have been questions from parents about something specific during the course, you can also have a small teaching part or give time for conversation and discussion. For example, at a parent's meeting, we talked about the influence of New Age and how you can react as a parent. How to talk to your children about different movies, children's programs, magazines about the spirit world, witches or meditation – can also be an extra theme for one of the parents' evenings.

It is also good to be prepared for difficult topics that might come up. Through the home talk and conversations with their children, parents may come to the realization that they need specific help in certain situations (for example, how to handle conflicts at home, family finances, broken relationships within the family, etc.). Or parents may see the need to renew their own relationship with God or decide to live a life with God. Even if the

parents have belonged to a church since they were young, it does not necessarily mean that they themselves have chosen to live with Jesus, and the conversations with the children can make them aware that they need to make a decision for themselves. In all of this, as a leader of the course, you can be sensitive to and helpful when questions come up.

The last parent meeting should be a few weeks before the graduation party. Then you talk about the structure of the party, practical preparations and what things the parents should prepare.

The graduation party

The end of the course can be celebrated in different ways. One example is to invite the parents to the last hour of the last meeting as a surprise for the children. Parents are asked to honor their children by dressing well and preparing a letter to read to the children. The evening starts as usual with cooking as a practical teaching. The children may not notice that there is more food than there usually is, and it is good that no one reveals what is going on.

We let the families sit together and eat. Then we talk about calling and destiny and give special time for the families to talk together about this. It can be a precious moment when parents affirm their children, tell them how much they love them and strengthen them in their identity on the eve of adolescence.

You can also celebrate with a party as an extra occasion, which has symbolic value and is prepared by leaders, parents and children together. The content can be similar to what you do on the last night – a ceremony to show that the preteens' time is soon over and the teenage and adult years are approaching.

We give the children a diploma confirming that they have completed the Preteens Course. You can also give a gift that symbolizes the rite of passage into adolescence. After that, it's time to hand over the baton to the parents. We have been walking alongside their children for a short time, and now want to encourage parents to continue the conversation with their children.

Before the graduation party they have thought of different responsibilities and new freedoms that they want to give their becoming teenager. We encourage them to write them down and speak them out to the child during the evening. New freedoms could be that they are allowed to be out longer in the evening or that they get a clothes allowance with which they can buy their own clothes. New responsibilities could be taking over the family's laundry or cooking one evening a week for the whole family.

By giving the children new freedoms and responsibilities, the children get the opportunity to grow in this. If you make the graduation on a separate day, the children can also invite friends and family. It is good to talk to the church leadership about how much space the party should have in the church. On the one hand, it should be a complement to confirmation classes if they exist and not in competition to them. It is also good to have a clear end to the course. You can integrate the celebration into a church service or have it independently of the church's other activities.

The graduation party should be mandatory for all parents. It can already be made a condition for the children's participation, clearly communicated at the beginning of the programme.

Some suggestions for content for the closing party are that the children show something of what they have learned, the leaders tell something and you eat together. Parents have a moment each to speak blessings over their children and pray for them. They can also give a gift in memory of the course, but in that case, talk to the parents early in the course so that either no one or everyone has a gift for their child.

The children can also express what they want to see in their life with Jesus and how they want to be a responsible person in their family. Parents can express that they want to support their child in the coming years with open ears, an open heart and good advice.

How you set up the party depends of course on the composition of the group and what the church looks like.

Memory verses

The older we get, the harder it becomes to remember. Remembering what the Bible says about different themes in life is very important and often underestimated. Therefore, it is good to have a memory verse for each theme that the children will learn before the next meeting. It is easy to learn when you use singing, movements or if the children can come up with their own way to remember the verse.

Lessons

This part is intended to help you prepare the lessons so that even those who are not so used to teaching children can do it in an easy way. It does not claim to be complete, but rather should give the freedom to include one's own thoughts and ideas.

The lessons should not last longer than 30 minutes and there should be an opportunity to ask questions.

We have kept the prepared lessons fairly general in order to update it easily. You will find suggestions on where to read or check out more about the topic, but each teaching needs to be adapted to the culture you live and work in. If you, who work with the manual and hold a course, have suggestions for websites, articles, films or the like about the different topics, please feel free to tell us. As suggested earlier, it is good to give the children a summary of the most important points of each lesson. In the appendix you can find a suggestion of what a summary could look like.

Biblical lessons

The Bible

Objectives

The Bible is the inspired word of God. In the Bible, God gives us guidelines and laws that will make life better and at the same time He shows who He is and what plan He has for us.

It is good to start the course with the Bible so that it is very clear to the children on what basis we stand on it.

Lesson outline

Many archaeological finds have been made, and many ancient sources also confirm the Bible manuscripts that have been found so far. At least 5000 Greek manuscripts containing the entire New Testament or parts of it, as well as copies of the Old Testament, have been found.

Some facts about the Bible's credibility

- Archaeological evidence: Finds such as the Merneptah Stele, the House of David – the inscription, and traces of destruction at Jericho and Hazor support biblical stories
- The Dead Sea Scrolls: The discovery of manuscripts from the Old Testament was evidence of the extreme accuracy with which the Bible was copied and which did not change over thousands of years.
- Textual reliability: The New Testament has more surviving manuscripts and a shorter time between original and copy than any other ancient text.
- Eyewitness accounts: Many books were written by people who were there when it happened or had it told by those who were there.
- Concordance with external history: ancient historians such as Josephus and Tacitus confirm the existence of Jesus.
- Prophecy: There are fulfilled predictions, such as about the life of Jesus or the destruction of Jerusalem.

As for the Old Testament, we know that it was copied with great accuracy. From Jewish writings we learn the importance of:

- Ritual purity: the scribe had to be clean and dressed in full Jewish attire
- Strict Material Requirements: Only parchment from kosher animals could be used. The ink had to be black and prepared with a special recipe.
- Accurate counting: The copywriter counted every letter, word, and line to ensure that the new copy was identical to the original. If a letter was missing or incorrect, the entire roll was thrown away and he started over.
- No rote attribution: The printer was not allowed to write anything by heart. A model had to be in front of the printer and each word was read aloud before it was copied.
- Verification process: within 30 days of the roll being finished, it was reviewed by a proofreader. If three or more pages needed to be corrected, the entire roll had to be corrected.

These things were confirmed when Bible writings were found in a cave in Qumran. Among other things, they found the entire book of Isaiah, which was probably written in the first or second century AD and it had almost no differences with the text that is used today.

Psalm 119; Luke 21:33; 2 Timothy 3:16–17; Psalm 19:8–12

Talk about how the Bible is structured, background information for different books, for example how people lived during the time it was written and how it is relevant today in our lives. Explain what the historical, poetic, and prophetic books are. Explain how the New Testament is structured.

Tell about the background to the different gospels, who wrote which of them and how they relate to the Old Testament (prophecies). Tell them about Paul's travels and how his letters to the different churches are related to it.

Talk about the Ten Commandments and write them on a piece of paper that the children can put in their book or binder.

Suggestions

The book from the Alpha course "Questions of Life" by Nicki Gumbel, "Reading and Understanding the Bible" by Gordon Fee/Douglas Stuart, and "Libris' Great Handbook of the Bible" are great books for that lesson.

If you have a person in your church or network who is doing the "Walk through the Bible" for kids, feel free to ask if he or she wants to teach about the Bible.

The new and updated Bible Course by the Bible Society could be useful resource for leaders or parents: <https://www.biblesociety.org.uk/explore-the-bible/the-bible-course>

Memory verse

"Every scripture is inspired of God, and is beneficial in teaching, refuting, guiding, and nurturing to a righteous life, that the one who belongs to God may be free from his defects and equipped for every kind of good work." 2 Timothy 3:16–17

The parent-child talk

The children and their parents could write a reading plan for Mark's Gospel that extends throughout the course. The plan should be realistic and it helps if they choose the same time during the day so that it becomes a habit. In the beginning, it is good if the parents do it together with the child so that they get started, but more and more the child can take the responsibility for making time to read the Bible. It is good to evaluate after a while whether the Bible reading plan is good or if they need to change the scope or time.

Parents can talk about what the Bible means for them, when they started to read it regularly and how the Bible impacts their daily lives.

The value of life

Objectives

Although we humans often make a difference in how valuable a person is in our eyes, everyone is equally valuable to God. But having equal value does not mean that everybody is the same. The children should learn what makes life meaningful and should think about how they themselves view life.

Lesson outline

Talk about how disabled children are viewed in many countries, what views they have on girls in, for example, India and China, and have a discussion about that. The internet is full of articles and videos about this. Talk about God's commandment that we should not murder. In Psalm 139, it says that God had plans and dreams for us even before we lived a day of our lives. No one is unwanted or unplanned by God.

Conduct a brief Bible study on Psalm 139:13–18. Read the verses in several different translations and talk about what they say about God, about us humans and what the verses mean to everyone in everyday life.

If you have a larger group, it can be a good idea to divide into smaller groups and have, for example, only girls and only boys together. Then it can be easier for the children to talk about things more openly.

Conversation starters can be:

Talk about what IVF means and that with this method you freeze a number of fertilized eggs for possible later use.

Talk about how it is possible to decide when you want to have children or that women even can get pregnant alone through sperm donations or that they are given the opportunity to freeze their eggs to first make a career and later have children through IVF when it fits into their lives.

Raise the issue of euthanasia - that people can choose to end their lives when they are sick or afraid of dying alone.

Talk about abortion - that you choose to keep or not keep the child because of the gender or if there is the risk that the child is sick. The most common cause of death today is abortion.

Check out websites with statistics to get the latest figures.

Psalm 90:12

Our lives have value, so it is important that we use our time on earth in a good way that honors God.

Talk with the children about the gifts they have and how they can use them in a way that brings glory to God. How can you practically show other people that their lives are valuable?

Suggestions

Use pictures of many different people, old, young, unborn. Show a small short film about the amazing way the body works. The BBC, for example, has made a series about the human being and parts of it can be found on YouTube ("the human body").

Memory verse

"Your eyes saw me when I was formless; all my days were written in your book and planned before a single one of them began." Psalm 139:16

The parent-child talk

The parents can share what it was like when they were pregnant with the child and when it was born and what unique qualities they can see in him/her. The abortion issue is an important but polarized issue and there is not much room for a good dialogue in today's society. Parents can open up to the conversation about abortion so that the child can feel that he can bring up his questions and concerns without being judged directly.

Creation versus evolution - how did the world come into being?

Objectives

For many thousands of years, there was the belief that the world came into being because God created it. During the first half of the last century, creation and evolution were both taught in schools, but nowadays the theory of evolution is so pronounced that it is presented in many countries as the only correct one. Therefore it is important to help the children to look beyond the theory of evolution and understand that in the beginning was

God and that God is the beginning of everything. In this lesson, it's not about proving one theory right and the other wrong. Neither creationists nor evolutionists can prove their theory 100%. It will also always remain a matter of faith, but we can refer back to the first topic about the trustworthiness of the Bible. If we believe that the Bible is God's word then we believe that the Bible account is true. We can walk in faith that God will show himself to the children.

Lesson outline

Compare both theories, how they came about, what strengths and weaknesses they have. The Bible is historically and scientifically very accurate. For example, Isaiah 40:22 says that the earth is round or Job 26:7 that the earth hangs over thin air. The Bible shows unity in the stories even though it was written by many different authors. Show what consequences it can have for our lives if we believe either in evolution or creation.

If you think that everything is just chance and coincidence, then our lives are not very meaningful and there is no real purpose in life. But if you believe that there is a God who created you, then your life suddenly gains value and we can find a meaning in life if we ask the Creator what he thinks for each one. He did not give us many chapters, and it's not so clear in these chapters how He created everything, but it's clear who did it, and there's hints as to why.

Suggestions

You can have two groups working on one theory each and make a small collage or similar that you can show the other group later. To show the complexity and size of the creation, you can show images from the Hubble telescope, check out www.scaleofuniverse.com or watch various film clips (the BBC has also made a good documentary: "Planet Earth") Louie Giglio's DVD "Indescribable" is also very good. A website, www.genesis.nu, shows creation on a scientific basis and goes deeper into the theme than we do here.

Genesis 1–3; Psalm 104:1–30; Psalm 8; Isaiah 45:11–12

Memory verse

"O, Lord God! You yourself made the heavens and earth by your great power and with your outstretched arm. Nothing is too difficult for you!" Jeremiah 32:17

The parent-child talk

The children should talk to their parents about the different theories and what they believe in. If the parents have not yet thought so much about what they believe about the topic, they can study it more deeply together with the children, google more information or study the Bible about it and get a strengthened faith. Maybe they need to rethink their assumptions that they've had all their lives.

My family

Objectives

God created the family, male and female, and made it so that they have children and multiply. Families today can look very different and you have different family forms and compositions. The children should learn about God's plan for the family, what His intentions are for the families the children grow up in, and what place they have in their specific family.

Lesson outline

In the Bible, the family has a very important role. All people are part of a family. In the past, people often lived together for several generations and passed on inheritance, knowledge, stories, etc. to the next generation. You can see it as a long chain where different people and generations are links in the chain. Today, we usually only have small chains consisting of two generations and the chains are usually on their own, independent of the others.

Malachi 4:6;

Deuteronomy 6:4-9 God's idea is that we should learn primarily in the family. That is one of the big reasons why we have the Preteens Course. It is a conscious decision to take that time. In Sweden, young children spend an average of three waking hours per day with their parents. The bigger the children get, the less that time will be. Often that time is characterized by stress, must-haves and some nagging. But according to a Canadian study, only 6 hours per week of conscious family time are needed for children to feel emotionally good and the risk of mental illness is reduced. This means unplanned time together where the parents are actively participating in their children's lives.

2 Timothy 1:5; Joshua 24:15b

Suggestions

Talk to the children about the importance of linking the generations and the consequences of individualism. Take an example from the Bible, such as Jacob's family or Timothy, and an example of a family in more recent times, such as Hudson Taylor ("Hudson Taylor in early years – The growth of a soul," Volume 1) or Corrie ten Boom ("The Hiding Place"). Divide into groups that process different famous people and why they were able to make such a big difference and what part their family had in it.

If you have some experience with that, you can also write a genogram or a family tree and visualize different generations in that way. There you can also write things that repeat themselves in different generations, such as the same professions, giftings or character traits. For example, when you take a closer look at Abraham's family, you can see that he deceives others out of fear for his life (when he comes to Egypt). Abraham's son Isaac does the same, and Isaac's son Jacob cheats his brother to get the birthright and blessing for

himself. Joseph breaks it all by becoming salvation for his entire family and the coming nation of Israel.

Can you see a trace of bad or good things in your family tree?

At the end, you can have a conversation in small groups about what is positive in your own family and what good memories you have? What are the difficulties in family life? How can the children themselves contribute to a good family life?

In a few cases, it may become obvious that a child is not doing so well at home in the family or the family has gone through difficulties (divorce, trauma, etc.). Be observant if it is necessary to talk with that child in a private conversation or if he or the parents may need extra support.

If there are children in the group who have non-Christian parents, it is also good to talk about what it is like not to be able to share one's faith in the family if only the child is a believer and what consequences this has.

Memory verse

"But I and my family, we will serve the Lord." Joshua 24:15b

The parent-child talk

The children can talk to their parents and, if possible, also to others in the family (grandma, grandfather, aunt, etc.) about what the family history looks like. Preferably up to 3 or 4 generations back. What blessings or hardships might they discover through the generations, and how has it affected the extended family? Then they could talk about how they as a family can be a blessing to others. Always encourage children to write down in their journal the things they hear or talk about with their parents so that they can go back to it later in life.

Honor the parents

Objectives

During adolescence, many children wrestle with their parents and oppose their authority. This lesson is intended to help children see the good in their parents and to have a positive attitude toward them. Above all, the father is important in the coming time. He is the one who most speaks identity into the children's lives. But the mother is also important as the parent who usually spends more time with the children and it is often she the children wrestle with the most. She is the one who takes many conflicts and sets boundaries during the day. Having a positive attitude towards your parents and their authority and knowing that they are not perfect but that they are doing their best can strengthen relationships before there is a "crisis".

Lesson outline

Exodus 20:12 is the first law that has a consequence. Honoring parents brings a long and blessed life.

Show that there is a difference between honoring your parents and thinking that everything they do is good. There are parents who hurt their children sometimes and during the conversations, things can come up that go wrong at home. Then it is important to listen to the children and take up the conversations with them later. Perhaps there is also a need for a conversation with the children's parents.

Even if you don't want to, really horrible things can come up that you can't just run over or ignore. In general, it is good to have talked before in the leadership team about an ethical code and about how to react when the children talk about, for example, abuse or domestic violence. Check out the church's or your ministry's own guidelines for crisis management.

In today's society with many divorced parents, children may face extra challenges in this area. It is difficult to honor and respect one's parents if they fight out their battles with the help of the children. Or the father is not in the picture because he left the family. Show God as a Father who never leaves us and who is there for us regardless of whether we have done something good or bad. The children who grow up without a father may need extra prayer for healing and help to pray for their father and bless him as a way to honor him even if they have few good memories of him.

Show sensitivity and good judgement, and help children see the positive in their parents, even if it's just one or two things. Concentrating on these things can be helpful in showing respect for your parents, even if you don't agree all the time.

In small groups, you can share what you think is good about your parents and what you don't like.

Summarize and identify a few qualities that good parents have and share these with each other in the large group. Talk about God as a Father and what qualities He has and that parents' task is to reflect an image of God, even if they are not perfect.

Talk about how parents are the most important prerequisite on earth for new people to survive and grow up, for our society to simply endure. They feed us, provide us with everything we need, and give guidance so that we can grow up to be responsible people. They affect us whether we want it or not, and from all parents we can learn something.

Talk in the group about how you can honor your parents in practical terms, how you can show respect and responsibility towards them. Pray together in small groups if there have been bad memories and difficult things. Pray that God will come in with healing and restoration.

Ephesians 6:1–4; 2 John 6; Proverbs 6:20–22; Proverbs 15:20

Memory verse

"Honor your father and your mother so that you may have a long life in the land that the Lord your God is giving you." Exodus 20:12

The parent-child talk

The children can write down at least five good things about their mother and father (5 each) and give it to their parents afterwards. Then they can have a conversation just with their father and talk about what they think is good and what is difficult in relation to him (if the children live only with their mother, they can still try to talk to their father if they have contact with him and a reasonable relationship, otherwise the conversation is done with the mother). The father can share what his relationship with his parents was like. Children should think this week especially about the fourth commandment) and show respect to their parents when parents ask the children for something.

Salvation – Jesus and the cross at the center

Objectives

What we do and say needs to focus on Jesus and what He has done on the cross for us. He is the way, the truth and the life. He can provide reconciliation, restoration, and healing. Even though all the children in the group may come from Christian families, have grown up with Christian values, have read the Bible or heard many Bible stories, it cannot be taken for granted that everyone has already consciously decided to have Jesus as their Lord and Savior. During this lesson, the children will have time to think about their relationship with God and whether they want to make a decision to follow Jesus.

Lesson outline

Explain concepts such as grace, sin, and mercy. Show where sin came from, how it manifests itself in our lives, and how we can be cleansed from it. Emphasize that everybody needs to repent on a daily basis for things we have done, thought, said etc. It is not about a one time decision for Jesus and after that there is no need for repentance. Everyone is going against God's commandments many times and we need to repent and receive forgiveness to keep a soft heart.

John 3:16; 2 Corinthians 5:15; Romans 1:16–17; Romans 3:21–26; Romans 6:23; 1 John 1:5–10; Psalm 103:11–13

You can make stations that the children themselves can go to and do/experience things at. For example, a bowl of soil that they can dig in and get their hands dirty (sin) and then wash their hands in clean water (the blood of Jesus)

Different Bible verses that they can read for themselves and meditate on. Or a leader sits and reads the Bible words slowly.

Another station could be where the children can pray with one or two leaders if they want to make a decision to live with Jesus and follow Him. A cross where children can come and lay a stone as a symbol of difficult things they are carrying can be another station.

Suggestions

If they have made a (new) decision to follow Jesus, they can write a letter to Jesus where they write about this moment, put it in an envelope on which they write a year that is further in the future and which they can open then after a few years and read again as a reminder of their decision.

This teaching should not be theoretical, but as practical as possible!

Memory verse

"Therefore, if anyone is in Christ, he is a new creation; the old has passed away, and see, the new has come!"

2 Corinthians 5:17

The parent-child talk

The children can tell their parents if they have made a decision to follow Jesus and if so, what led to it. Parents could share how and when they decided to follow Jesus. If they haven't done it, maybe this homework will be a challenge for them to think about and do it.

Friendship with God, listen to God's voice

Objectives

God's communication with us is a fundamental part of our close relationship with Him. He wants to share secrets with us, wants us to feel His heart and live in friendship with Him. This teaching aims for an understanding that God does not want us to engage in a lot of religious activities. But that we can bring joy to His heart if we listen to and obey His voice. It could be the most exciting adventure of a lifetime!

Lesson outline

John 15:13–16; Exodus 33:11; John 10:2–4; 1 Corinthians 4:1;
1 Samuel 3:1–21; Isaiah 55:6;

God has created each of us with the ability to hear His voice. He is more eager than we are for us to hear from Him and to feel His heart.

Children should understand that it is God's desire to have a close relationship with each of us, that they are not too small or inexperienced. God wants to be the friend who is always by our side.

God can speak through different things

- His words (Psalm 119:105; 2 Timothy 3:16)
- Desires (Psalm 37:4)
- The voice of the Holy Spirit (1 Corinthians 2:9–13; Romans 8:14-16)
- Dreams, images and visions (Joseph, Peter, Paul, John...)
- Angels (Hebrews 1:14, Mary, Zechariah)

There are different voices that we can hear. God's enemy is just as eager that we should not hear the truth from God and it is important to be able to discern who it is that is speaking to you and what you want to listen to.

- My own voice (logical thinking, desire...) Proverbs 28:26; Even though God also uses our intelligence – He has created us that way – our common sense should not lead us if God wants something else and we need to put our own thoughts down and be prepared for Him to say something to us that goes completely against our logical thinking.
- Satan's voice – he condemns, puts us under pressure and discourages us. He attacks us in our identity and self-esteem and contradicts God's Word. If we ask God to speak to us and feel only condemnation, or we have a thought that we know goes against God's own word, we can clearly see that it is God's enemy who has spoken to us. We can choose not to accept it.
- Opinions and thoughts of others – God sometimes uses other people to speak to us. But we should not be led by the opinions of others if the Holy Spirit wants to lead us clearly in a different direction.

A few simple steps can help you prepare your heart to listen to God

1. Having a pure heart – asking God to show each one if there are any things that stand between them and God (something where you have done wrong to God or someone else) and ask God to cleanse from that sin. Possibly ask for forgiveness if it is a person who is in the group.
2. To put down our own thoughts - all the ideas and our own solutions that our heads are full of.
3. To say stop to the enemy in the name of Jesus. He is not allowed not come with confusion and evil thoughts!
4. Inviting the Holy Spirit to speak
5. To be quiet for a while and listen.
6. To thank God when He has spoken.

Take a short time with the children and listen to God about what He thinks of them. The children can share in the large group or smaller ones (if it helps the children who otherwise do not dare). Take another moment and ask God how He wants to encourage someone else in the group. They can write this on paper that they give to the person the encouragement is for. Be clear that not everyone must have heard from God. We don't want

to build up a religious pressure, but more a expectation and anticipation for what God wants to say.

Talk about what is important in friendships and how to nurture a friendship. How can you nurture friendship with God? Talk to Him, read the Bible, do what He says, ask Him what He thinks, what He dreams about... You invest time if you want to become really good friends with another person. Likewise, we need to take time with God to get to know Him.

Memory verse

"I do not call you servants anymore, because a servant doesn't know what his master is doing. I have called you friends, because I have made known to you everything I heard from my Father. You did not choose me, but I chose you. I appointed you to go and produce fruit and that your fruit should remain, so that whatever you ask the Father in my name, He will give you." John 15:15-16

The parent-child talk

The children can memorize John 15:13-16 and write the verses in their book. Then they can take time with their parents and have a devotional together. Read the Bible, pray and talk about what you read. Parents can share how they nurture their relationship with God.

Friendships that shape you

Objectives

In the coming teenage years, what friends say and do becomes more and more important. The children should learn what makes a good friendship and how to resist peer pressure. They should be able to distinguish which people have a good influence and which do not, and make decisions about who they want to stick with.

Lesson outline

Ask the children what qualities a good friend should have. Ask them to consider whether they live these qualities they want to see in others.

Ask them if they have one or more good friends and how they got them. If they don't have any and the children express that there is something that is difficult, you can ask the children if you can pray for them about it.

Talk about how to choose good friends and how to nurture friendships

Friendship in the Bible: David and Jonathan (1 Samuel 18:1; 1 Samuel 20; 2 Samuel 1:26); Paul and Silas (Acts); Paul and Timothy (Acts); Psalm 1; Romans 12:9–18; Colossians 3:13-14

It is important to say that there are people who are not feeling well and may need other people a little extra for a period of time to support, encourage and invest in them. And as

a good friend, we should be there in all life situations, even those that are difficult. But still, it is important that the majority of people you surround yourself with are positive and where both can give and receive. If you only have friends around you who take your energy, joy and power, it's not good.

Talk about friendship with the opposite sex. It is good to spend time and socialize with men and women together and have fun with games, activities or in teams. It is enormously enriching if you can have friendships with the opposite sex without it becoming physical. Especially during adolescence, when hormones kick in and interest between girls and boys increases, it is sometimes not easy for children not to choose friends just based on feelings. Some people want to be friends with a person of the opposite sex because they are interested or in love, but actually that person would not be good for them. Encourage children to always seek friendship first, even with a person they are in love with, in order to get to know each other together with others.

Talk about peer pressure. Ecclesiastes 4:9–11: When you are two, you can handle many things, but when you stand alone, it is difficult to get up again when you have fallen. The children can think about in which situations they allow themselves to be controlled by peer pressure and whether they have children around them who are being bullied and are in need of someone who stands on their side.

Suggestions

You can do different role-plays where the children get to act out different situations with friends and how to behave when you experience peer pressure, for example. Or you can have question cards about bullying, peer pressure, friendship, etc. where the children can choose which issue they want to bring up and say something about. It can be conversation starters that lead to good conversations.

Your own stories about friendship (good or bad experiences) are always good to give. It allows the children to get closer and see that even as an adult you need good friends and that you can wrestle with it sometimes.

Be sensitive to things that may come up during the conversations. For example, if a child tells you that he has no friends or that he is being bullied at school. If the child allows it, you as the leader or the group could pray for him or her.

If you have the topic a little later in the course, as a practical application you can put notes on each other's backs and everybody writes something encouraging to the others.

Memory verse

"One with many friends may be harmed, but there is a friend who stays closer than a brother." Proverbs 18:24

The parent-child talk

The parents can share how they choose their friends and how they nurture those relationships (also with their partner). What values do they have in relation to the other

sex? The children can make a list of which friends they have and which of them are good friends. If they don't have a really good friend, they can pray with their parents that they find one.

A Servant lifestyle

Objectives

To serve means to go the extra mile. The children should learn that it is good to help, not to think of oneself first, but to put God and others before oneself. It goes strongly against our individualized society, where one's own well-being and success are considered more important than making one's life available to God and people.

Lesson outline

Today, in the western world, we live in a consumer society and we consume all kinds of good and bad things. Consuming is more convenient than giving something of yourself and investing in others. But in order to maintain a soft heart and become a true follower of Jesus, we need to have both an inflow and an outflow. We need to receive and give.

The family, but also the church, is a good place to practice serving. In order to want to stay in the church, the children need to know that they are needed and that they can contribute with their giftings. Before this lesson, it is good to talk to the pastor/youth leader in the church where the children come from. These leaders need to know where the children can help and develop their giftings. They can get trained in managing the sound system, being part of the worship team, a coffee group, with the younger children in the church or similar.

Often the example of Jesus washing the feet of disciples is taken as an example of service. But here we need good background information about why Jesus washed the disciples' feet. Today, in most countries, we don't have the problem of dirty feet anymore. In Jesus' time, they walked barefoot or in sandals and all sorts of things could get stuck on the feet that the servants or slaves then washed away when people came as guests. Jesus did the work of a servant or slave to show how the disciples should serve one another if they wanted to be counted as great in the kingdom of God.

Discuss with the children what is considered a "low job" today that you can serve other people with.

Matthew 20:20–28; John 13:3–15; 1 John 3:18

The inflow-outflow principle: You can't just fill yourself with good things, there must also be a place where you can pass on it. Otherwise, it will not give life anymore, like the water in the Dead Sea. The Dead Sea has an inflow (Jordan River) but has no outflow. This means that the water there is so salty that almost no animals can live there. (A few types of bacteria and an algae have been discovered so far that actually live in the Dead Sea)

You can have a discussion all together or in small groups about what giftings the children have and what they would like to help with or take responsibility for. Also discuss how you can serve in your family. Whether it is helping the parents in their daily chores or the siblings with doing their homework or fixing their bikes. Most of the time, we don't feel like we want to serve others. It costs us something. But if we don't just go with our feelings but decide that we want to serve others for their sake, it can eventually become a lifestyle and more natural.

Suggestions

Read the first part of chapter seven in "The Shack" as preparation or with the children

Have different groups for the different responsibilities in the church and let the children choose which group they go to. It would be best if you have a person in charge from the church for each area who can explain what it means and there directly together decide how the children can be involved in a ministry in the church. Talk to the leaders and encourage them to see the children as their disciples that you train and challenge for a while. If they give them room to grow and see them as equals, then the children can overtake the leaders and go further.

Memory verse

"Whoever wants to be great among you must be your servant, and whoever wants to be first among you must be your slave." Matthew 20:26-27

The parent-child talk

The parents share about their responsibilities in the church, why they have that particular area or why they don't have one. Together they will talk about how it could work in practical terms to be involved and serve in the church. The children and parents together can come up with something in the household that the child can help with in the future and thus serve the family (for example, unloading the dishwasher, folding laundry, vacuuming, etc.)

Called to the Kingdom of God

Objectives

When we decide to live with God, we become not only His children but also "citizens" of His kingdom. The kingdom of God has different values from the kingdoms or governments that exist today in our world. The children should gain an understanding of what God's kingdom is and what role they play in it.

God gives us not only a general calling to make Him known but also specific tasks and callings for each one of us that fit our giftings and desires. The children should understand

the general calling that God has for every believer, but that He also has a calling for their lives that suits them in particular.

Lesson outline

Mark 4:30–34; Luke 13:20-21; Luke 17:20–21; Luke 19:11-27; John 3:1–21

The Bible speaks of two kingdoms: either you belong to the kingdom of God (of light) or the kingdom of Satan (of darkness). God challenges us to be light and salt (Matthew 5:13–15), to make a difference in the world and with that bring honor to God the Father.

We may often think that sharing the gospel is the same as telling about salvation and that the job is done when people become Christians. But we can already see in the life of Jesus that it is much more than that. He showed in his own life what the Father is like in many different ways: He healed people, confronted and taught them.

The kingdom of God is to be built wide (geographically Acts 1:8; Matthew 28:19-20) and deep. That is, all areas of society - politics/government, family, church, science/technology, commerce/economy, education, communication/media, arts/entertainment. The kingdom of God is about our whole lives. You could say that building God's kingdom is making the world a little more like God wants it to be, as it will be later when we are with God in heaven. We can never reach paradise here on earth. Many have tried and failed. But we can tell about and show with our lives what God is like and how He wants us to live.

Jeremiah 1:5–7; Isaiah 49:1 —God called them in the womb before they were even born. God wrote down all the days of our lives before our lives even began. A calling is sometimes not the right word. Because, firstly, there is a general calling to Jesus and secondly, it can sound like you only have one calling in life and that you can miss it. But God can give us many tasks, send us to different places and give us second chances.

We still have the freedom to choose what God has prepared for us. And it is something that God allows to grow in our hearts. We do not have to be afraid that God will send us as missionaries to Siberia, when we actually are interested in how to prevent the spread of the desert in Africa and how to help people start their own businesses or touch people with art.

God calls us often at a young age, but He is waiting for our response – Isaiah 6:8. God has used many young people to change the history of an entire country or people group. David, Gideon, Esther, Mary, the disciples, Timothy and many young Christians since biblical times are people who risked their lives to spread the kingdom of God.

1 Timothy 4:12 Let no one look down on you because you are young...

1. Throughout history and various times of revival, God has worked with children to get the message out. He sees the potential in children.

2. The children should understand that God has a task for them. That they live in exciting times and that they can be part of spreading God's kingdom everywhere on earth. Living in God's calling for one's life means taking one step at a time. You do not have to have the whole picture clear but listen to God and let yourself be led by Him.
3. Share about how God called different people:
 - Loren Cunningham—When he was 13 years old, he told his parents that he would be a missionary when he grew up. His parents encouraged him in this by buying him a pair of shoes as a symbol of his missionary activity. When he was in his twenties, he founded one of the largest missionary organizations, YWAM (Book: "Is that really you, God?").
 - Brother Yun – when he became a Christian, he received a word from God: to go west and south. He started small (next village) and later stretched across national borders (Book: "The Heavenly Man")
 - Share about other people in the present time

Compare God's kingdom with different governments on earth (e.g., democracy, dictatorship, kingdom). What differences are there, how do people live in the different governments, etc. What are the different professions to work with in the different areas of society that we mentioned above and build the kingdom of God there? To which area do the children feel called?

Suggestions

A book that is helpful: "The Old Testament template" by Landa Cope

„100 extraordinary stories for courageous girls: Unforgettable tales of women of faith" by Jean Fischer and "100 adventurous stories for brave boys: Memorable tales of men of faith" by Glenn Hascall

"The Josiah Generation" by Olly Goldenberg

Jesus challenges us to serve. When we build the kingdom of God, we are to do so with a servant attitude. In God's Kingdom, we do not work to get a salary but to serve other people. Although our job also involves being paid, obedience to God and a servant attitude are more important. We need to involve God to the highest degree when it comes to education and work, even if it is not in the church or mission.

Memory verse

"Don't let anyone despise your youth, but set an example for the believers in speech, in conduct, in love, in faith, and in purity." 1 Timothy 4:12

The parent-child talk

The parents can tell their children how they live the values of God's kingdom (at work, at home, in the family...). The children can share what dreams they have and what they want

to do in their life. They can think together about what education or professions are suitable for this and for the gifts and talents the child has. As parents, you often have beliefs, expectations or dreams about what your children will do in their lives. But they do not always agree with what God has placed on the hearts of children. Parents should seek God together with the child and encourage them to take steps in that direction.

World Religions

Objectives

Today we are very aware that there are many different religions and in school the children are taught about Christianity, Islam and other major religions. But as Christianity has taken on a smaller and less significant role in our society, it is important to know what you believe in as a Christian and why, in order to stand firm in the secular world we live in. After the lesson, the children should be able to express why they believe in the God of the Bible, the Father, the Son and the Holy Spirit.

Lesson outline

Have different stations where the children can learn about different traditions, rituals and beliefs. Then come together again and discuss what they have learned.

Talk about how the different religions answer the big questions in life and what consequences they have for people. If you believe that life goes in circles and you are reborn in some other dimension, you do not invest much in hospitals or other ways to improve the human way of life because you do not want to destroy someone else's karma. If you believe that a person born into a religion cannot change his or her beliefs but needs to stay in it for the rest of his life, you will make sure that people live by it, even if it means using violence...

Despite many similarities among some of the major religions, we believe that there is only one truth and that Jesus is the way to reconciliation and a close relationship with God. The Bible confirms this in many places. John 14:6; Deuteronomy 6:4; Isaiah 40:18–31; Galatians 5:1–6.

What is it that makes Christianity unique?

- Christianity is the only religion that has a certainty of salvation
- God loves all people and He has given us an opportunity to have a relationship with Him
- Through Jesus, God came close to us as no other God has done in any other religion. John 17:21-26
- The Christian (and the Jewish) worldview provides very credible and realistic explanations for the world and man.

Jesus says: "I am the way, the truth, and the life. No one comes to the Father except through me." This truth is clear and it is our mission as Christians to tell about the Father, the Son,

and the Holy Spirit and to show love to all people. God invites us to be clear in what we believe but not to judge others because they believe otherwise.

Suggestions

Use a world map of the Open Door list of persecuted Christians and pray for the countries where Christians are most persecuted.

Invite the children to share their experiences of people's different beliefs and religions.

Memory verse

"I am the way, the truth, and the life. No one comes to the Father except through me." John 14:6

The parent-child talk

The children can pray together with the rest of the family for a friend, a classmate or maybe a family member who does not know Jesus and then for a country where Christians are persecuted (Open Doors or OM has good information about this). If it fits timewise, you can recommend 30 days of prayer for the Muslim world that takes place during Ramadan around the world.

A biblical christian worldview

Objectives

A person's way of thinking determines his worldview and serves as glasses through which he sees the world. Already in early years, we unconsciously take over a worldview from the world around us (family, friends, society) and even if the parents are Christians, they see the world in a special way that is shaped by their experiences. The children should understand how they themselves think and see their values in the light of the Bible. They will gain an understanding of how the world works today and learn to constantly go back to the Bible.

Lesson outline

Throughout the course we have referred to the Bible and sometimes it may have clashed with the children's way of thinking and acting.

Give a brief overview of history. Show what consequences the different ways of thinking have had for decision-making and our way of life. Here we are mainly talking about the countries where Christianity has spread after the death and resurrection of Jesus and which have been influenced for a long time by biblical teachings.

Before the 16th century, God and his character were the starting point for science and philosophy, much was built on Christian values, especially when the Bible was translated into many different languages and people could understand the Bible themselves. God was at the center and what they did or created (art, music, teaching, upbringing, etc.) would show God or worship God.

Around the 16th century, more and more people began to doubt some of the teachings that the church considered right when science was advancing and for example discovered that the earth was not flat but round and that the sun did not rotate around the earth but vice versa. With the church refusing to change their thinking, people generally lost faith in God and placed man more and more at the center. The Enlightenment is the name given to that time in history when it was believed that we as humans would be able to achieve everything, that nothing is impossible for us and that we do not need God for it. Industrialization grew more and more and many advances were made in society (improved health care, schools, overcoming poverty...) The motto of life was to live to work. The attitude to faith was often: "You cannot prove God, therefore he does not exist." and "I believe only what I can see."

After two world wars, much suffering and destruction in the first part of the 20th century, people lost the belief that everything is possible and that man is good. The hope for the future disappeared and there were no absolute truths anymore. What once looked like progress had led to destruction (for example, the atomic bomb and biological weapons were born out of science) and progress was no longer believed. Instead, the worldview shifted to that you can believe everything, that nothing is wrong and that emotions are important when it comes to decision-making. What feels good, I do. The motto of life became to work to live. Attitudes toward faith were often, "Faith in God is good for you, I believe in something else." and "We can't know if something is true or not."

Today we can see that many people, especially young people, are turning back to God. They discover that their own philosophies do not hold up and they are not satisfied with the answers they have received about life. They are tired of reinventing themselves and are looking for stability and something that brings order to their lives. Through the large flow of refugees and migrations, more and more people in "closed" countries also have the opportunity to hear and get to know Jesus and take the message of God back to their countries or to their countrymen in their new homelands.

In recent centuries, a divided thinking has come into the Christian belief that the gospel has only to do with bringing other people to Jesus. Martin Luther is said to have said that a gospel that does not address today's problems is not a gospel at all. Expanding God's Kingdom means bringing God's answers to all areas of society—the family, government, education, finance, communications, the church, science and technology, the arts and entertainment.

Jesus' task was to show who God, the Father, is and what His kingdom looks like. He commissioned us as his followers to work for the extension of His kingdom. In Matthew 13:31-33, Jesus compares the kingdom of God to a mustard seed that is so small yet grows

into a large tree and to yeast that is mixed into the flour and eventually makes the whole dough rise.

This means that God's messages and truths should influence all parts of our society.

Some examples of Bible verses for different areas of society:

Government and Government: Deuteronomy 1:9–18

Economy: Deuteronomy 15:1–10; Deuteronomy 24:10–15; Matthew 20:1–16;

Science and technology: Genesis 1:31; Deuteronomy 23:9–14; Exodus 15:26

Congregation: Numbers 1:48–50; 1 Timothy 3:1–13

Family: Genesis 1:27–28; Deuteronomy 5:16; Deuteronomy 6:4–7; Ephesians 5:22–6:4

Education: Deuteronomy 11:18–19; Deuteronomy 11:19–21

Communication: Genesis 1:3; John 15:15; Deuteronomy 13:12–16;

Deuteronomy 31:24–26

Arts & Entertainment: Ecclesiastes 3:11; Psalm 27:4; Judges 5:1–31; The Song of Solomon;

Suggestions

The topic is big and it is not easy to fit it into a short teaching. The emphasis should be on the fact that we should not divide life into spiritual things and worldly things, that God has answers to everything that concerns our life, but that we are constantly influenced in our worldview. The children should ask themselves if they might have giftings or abilities that God would want to use in an area of society that they did not think belonged to the Christian faith. How can they carry the principles of the kingdom of God into that area?

They should remember that the Bible is the place to which they can return. Encourage the children to read the Bible and study it more thoroughly as they get older.

A good place to go is www.templateinstitute.com where you can find Bible studies for the different areas of society that can help you get started. Book tip: "The Old Testament template – God's principles for building nations" Landa Cope.

Memory verse

Jesus came near and said to them, "All authority has been given to me in heaven and on earth. Go therefore, and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe everything I have commanded you. And remember, I am with you always, to the end of the age." Matthew 28:18–20

The parent-child talk

The children can talk with their parents about what values they should have if they take the Bible seriously. How do parents' values and worldview influence their lives and decision-making? In what areas do they themselves still wonder what to think? They can take their time and find the answers together in the Bible.

Dealing with challenges and suffering

Objectives

We will all face challenges, difficulties and suffering in some form and at some point in our lives. And then we have a choice. Either we start to become bitter, withdraw from God and accuse Him. Or we seek our help and comfort from God and become stronger and more persevering through the difficulties.

Through this lesson, the children will gain an understanding of why there is suffering and challenges in life and how they can respond to them.

Lesson outline

Why is there suffering?

Through Adam and Eve's disobedience, sin came into the world and with it suffering and death. Through the Fall, our work became hard, we experience pain, sickness, and death. God had not intended it that way, but he gave us a free will. We now also have to endure the consequences. But we don't have to be stuck in them. However, God can come into a difficult situation and change everything. The people who came to Jesus to be healed had often experienced great suffering for a long time. Even the people who loved God were not spared suffering because all of them and we lived or are living today in a fallen world. But God has promised to always be with us when we face difficulties.

Who is to blame when someone suffers?

Most of the time, you can't say who is to blame for someone's suffering (when someone gets cancer or someone was born with a disability, etc.), but there is suffering caused by other people (war, famine, violence) or by oneself (accidents that one causes oneself, addiction, certain diseases, etc.)

In the Bible, there are many people who go through difficult challenges and often you don't understand why. But at the same time, you can read about how God comes into those situations and turns the page. (Joseph, Hannah - Samuel's mother, Paul and others)

How can we deal with suffering and challenges?

- Give it to Jesus – He understands us (Hebrews 4:15-16)
- Ask for help – standing together is an unbeatable strength; pray and believe together (Ecclesiastes 4:9-12)
- Actively fight against suffering, helping the weak, poor, vulnerable and those who are excluded, go and help practically, comfort or just be there as a friend by their side.
- Do not give up —it gives endurance and strength in faith (James 1:2-5)

Suggestions

Let someone teach the topic who has experienced suffering. Who was in an accident and has injured themselves or has a disability or an illness. Hearing first-hand stories from a

person about how they experience God in the midst of a crisis or suffering is much more authentic than just talking about it.

Challenge the children by dividing the snack break into different "social classes" (see the section about teachable moments)

Talk about different Bible characters who suffered from various difficulties and how they coped with it.

Come up with ways to let the children experience hardship or suffering (without getting out of hand). For example, you can have just a bowl of rice for a meal or you sit outside in the winter cold and eat or have class. Collect the children's mobiles for the entire meeting if you do not have a rule to leave it at home. Sit in a dark and cold basement room when you teach the lesson. Remind the children that there are many people who do not have enough food for the day or who are in prison for their beliefs, are persecuted, or are cold because they do not have a warm home. Suffering is also often something that we have not chosen for ourselves unless it is a consequence of our actions. Invite the children to reflect on their reactions to the difficulties they experienced. What did they feel? What were they thinking?

Let the lesson lead into intercession for others who are suffering and struggling. Ask the children if they know someone to pray for, or maybe they are going through difficulties themselves at school or at home, or there are many other prayer topics for that.

Check out the story about Rick Hoyt with the children https://www.youtube.com/watch?v=wiB_uvFe3Iw and talk about it later

Memory verse

"We know that all things work together for the good of those who love God, who are called according to his purpose." Romans 8:28

The parent-child talk

The children can think together with their parents if there is a person close to them who is experiencing great challenges or suffering right now. Together they can figure out how they can help or encourage that person (call, write a card, visit, etc.) and then put it into practice. Parents can share about when they have experienced challenges and sufferings in life and how they have dealt with it.

Using my time in a good way

Objectives

All people have the same amount of time - 24 hours a day - and we cannot get a single hour more. The children should learn to make good use of the time they have and learn biblical principles for their use of time.

Lesson outline

God created the earth and all life in six days. On the seventh day, he rested and enjoyed what he had done.

David was tasked with tending sheep and used that time to sing to God, fight wild animals, and learn that God is with him. He was anointed king at a very young age but knew that his time had not yet come when the others wanted him to take over the power from Saul. Once that time came, he accepted being king wholeheartedly and became a devoted king of Israel.

Jesus lived for more than 30 years but only used 3 years of his life for public ministry. The rest of the time he used to grow up, learn from his parents and live like an "ordinary" man among his family and friends. He knew when his time would come, and then he gave it his all. The question of how to divide one's time thus concerns the big and the small decisions in life.

Exodus 20:8–11 -> One of the Ten Commandments is about time. To work 6 days and to rest one day.

Talk about work and its importance for society to function and then about the importance of rest.

How do you rest in a good way and what is Sabbath?

How can you keep your balance so that the work doesn't get too big and you burn out, but that you also don't just do the bare essentials to then get as much rest as possible? We can see both extremes in our society today.

Ephesians 5:16–17; Colossians 3:23-24

Be clear that we should not be legalistic. To rest does not mean to do nothing, but it means to rest from one's regular work. We still need to eat and certain activities can help us rest. But God has also given us the day of rest to take more time with Him, reflect on the week, and enjoy fellowship in family, church, and with friends.

Calculate together with the children how much time they spend per day doing different things such as sleeping, playing, screening, school, etc. and spread it over a whole life (for example, 85 years). It is interesting for the children to see how many years are spent on screen use, computer gaming or school/studying, for example.

Talk about how you can plan your week, your holidays, etc. Planning is a way to make the

most of your valuable time. The children can get a weekly plan where they can fill in their activities. If you don't have time for it, they can continue with it at home.

Suggestions

You can demonstrate the planning of your time with a bucket or a large bowl that you first fill with some large stones – important things that take up a lot of time such as school, homework, family time, etc. Then some slightly smaller stones – regular things like scouts, music school or church services. Then you take some gravel that fills the gaps – reading books, meeting friends, other hobbies. Finally, fill in with sand so that the entire bucket or bowl is full. The sand is everything you fill your time with, like computer games, watching movies, surfing the net, etc. You can show what happens if you start with the sand or gravel. If you first plan your hobbies and things that don't have the highest priority, the really important things don't fit.

You can list different things that take place in our lives and rank them on how important they are and how much time you spend on it during the day. Then you can compare and see if you set the right priorities.

Memory verse

"You are to labour six days and do all your work, but the seventh day is a Sabbath to the Lord your God. You must not do any work – you, your son or daughter, your male or female servant, your livestock, or the resident foreigner who is within your city gates." Exodus 20:9–10

The parent-child talk

The children can read Ecclesiastes 3:1–13 together with their parents and discuss how they can use their time in a way that honors God. What things are time thieves? What things do they spend time on that they feel good about? What things do they not feel good about?

How can they change their behavior if they feel that something is taking too much time? Does their free time give them rest and recovery or even more stress? Do they have time to help out at home? What does the family's weekly rhythm look like?

The children can write a weekly plan together with their parents where they start with the most important things and fill in with what is less important.

Practical lessons

Decorating your personal "Preteens-book"

Objectives

At the first meeting, all children get their own book or a binder that will be like a diary that they can return to later when they are older. It is good to buy one of good quality so that it lasts for many years. The goal is to personalise it and decorate it nicely.

Lesson outline

Give a little introduction to the book, why they should have it and that it is important to have it with you every time you meet during the course. Have different materials available (magazines, pictures, different kinds of paper, glue, etc.). You could also cover the book in transparent plastic to protect and preserve the personalised decoration.

The parents-child talk

On the first page, the fathers should write some thoughts they have for their pre-teen and what he or she means to them. Sometimes it can be difficult to express yourself so personally, but this greeting or "letter" to the children can become one of the dearest and most important things they take with them from their father into the usually more shaky teenage years.

Cooking

Objectives

The children should get to know some simple recipes and cook for themselves. At the same time, they will learn to clean the kitchen afterwards.

Lesson outline

In order to have time for cooking, eating together and also cleaning up afterwards, it is good if you use the entire meeting for this lesson. As an example, you could have this lesson when you have the graduation party so that the children can cook for everyone.

If you have a large group, it is a good idea to divide into smaller groups and give them different tasks, such as starter, main course and dessert. It is good if there are no more than 2-3 children in each group so that everyone can do something. If the group is too big, you can divide it so that half of the group is cooking in one session and the other half has another theoretical or practical lesson at the same time and then you can switch in the next session.

Take simple recipes that you know that work. If you have children in the group who come from different countries, you can also have recipes from different cultures. Keep in mind that there may be children who have never cooked at home and who need a lot of help. Then maybe some extra leaders are needed during cooking.

Print out the recipes in advance so the children can put them in their book or binder afterwards.

The parent-child talk

Parents can share what kind of tasks they had at home when they were as old as the child is now. The child should take time with one of the parents to cook a meal so that they later can cook that meal by themselves. Another task could be to prepare dinner once during this week.

Budgeting

Objectives

In some cultures, it is not so easy to talk about finances. Especially if it is about our own private finances. It is therefore even more important to give guidance, talk about it and encourage parents to talk about finances with their children. The children should learn biblical principles about money and what it means to manage it and to use it wisely. They should gain basic knowledge about making a budget, about debt/loans and about savings.

Lesson outline

You can start with a small video clip with Scrooge or someone else where it is a lot about money. Then you can talk in small groups or all together about what values the film shows and what the children themselves think. In the appendix there are suggestions on how to make a budget. Maybe there are webpages in your country that give advice in that matter.

What does the Bible say about money and stewardship?

Matthew 6:19–34; Proverbs 11:24–28; 2 Corinthians 9:6–11; Mark 12:41–44.

You could do group work on these five Bible passages. Divide the group into small groups, and invite them to search for principles about money in these verses. All groups then share in the large group.

Principles of Economics: Live a life you can afford – don't take on debt unnecessarily
 Don't compare your life to others – pray that God will help you
 to be content with what you have
 Everything is a gift from God – money, giftings, opportunities,
etc.

 Be grateful for that
 Live a generous life – towards God and towards others (not
 just with money but also time, love etc)

Talk about saving and tithing. Give them a sheet with a budget proposal and some tips on how to use money wisely.

The parent-child talk

The parents can share about their principles when it comes to money. If they want, they can also show them the family's finances. How does money come in, how do the parents plan and manage the money?

Parents could share situations in which they have experienced God work miracles with their finances. The children can write a budget that is reasonable for them (pocket money, tithing, possibly money for clothes, leisure, hygiene items, etc.) using the budget example they were given. If the family does not already have a budget, they can also write a budget proposal for the whole family.

Washing, ironing and mending clothes

Objectives

The children will learn how to wash and take care of their clothes.

Lesson outline

In this lesson, it is good to bring some dirty laundry from home and also clean laundry that needs to be folded or ironed. Feel free to bring some items of clothing that have a small hole or that need a new button, to show that you don't have to throw away clothes just because a seam has come undone or because they are missing buttons. It is good to show how to mend your clothes. If you don't have clothes that need a button, for example, you can practise on a piece of fabric. Divide into different groups: sort dirty laundry, fold clean laundry, iron, mend a piece of clothing. Rotate if necessary.

Suggestions

On the internet, there is a video on how to fold a t-shirt in 2 seconds. You can show that in the beginning.

Print out a sheet with different washing symbols that they can insert in their book or binder.

The parent-child talk

Children can ask a parent to show how the washing machine and dryer at home work and then help with the laundry for a period of time. They can take responsibility for an area, such as sorting dirty laundry and turning on the machine, or hanging or folding the laundry.

Environment, waste, energy and consumer behaviour

Objectives

The environment and waste are talked about a lot in Sweden and new methods are constantly being developed to handle waste or to protect the environment. There are many second-hand shops and that's good, but we still throw away too quickly, especially food. This may be different in your country but the children should understand that God has given us creation to steward it in a good way and that they can help in everyday life to take care of our earth. They should also think about their own consumer behaviour.

Lesson outline

Genesis 2:15 – we are allowed to work the earth and to live on it, but we are also to nurture it.

Group work:

- Show how different waste should be sorted. What waste can you throw in which garbage bag and which waste should go to a recycling station? NOTE: Keep in mind

that different municipalities handle this differently. Find out what applies in your municipality.

- Air and water: how can we protect our lakes and the sea? What are the environmentally friendly forms of transportation (do you need to take the car to everything, do you have alternatives?)
- Land and energy: What pollutes the soil (throw away garbage and chemicals...)? How can we help keep the soil clean? Can we use less electricity and petrol, and eat less meat? If so, how?

Google about slave labor and the fashion industry or technology industry. There are many reports of widespread slave labor for products that we often use in everyday life. You can show pictures of factories where people work, pictures of everyday products such as mobile phones and clothes, and talk about where they were produced, what those people earn per month.

Today, there are an estimated 40 million people in slavery (the fashion industry, the tech industry, the sex industry, etc.) and most come from countries such as China, India, Vietnam, Thailand, Malaysia, Brazil and Argentina.

Talk to the children about what values they have as a family when it comes to food, clothes or technology purchases. Are there behaviors that are not good for the environment or for other people? How can you change your behavior? It may cost you something.

Better to buy fewer things with good quality that last longer. It's good to refrain from things that you know are bad for the environment or people.

Talk about mobile phones and about how many conflicts arise on earth because of materials that we need in technology. Handing in your old mobile phone at the recycling station could be a practical thing to do if that is possible in your country. In that way they can recycle rare metals.

God does not want us to live out of fear. He told us to multiply and dwell on the earth. Some people consciously decide not to have children for the sake of the environment, and this is a clear example of them letting themselves be led by fear and worry about the future. God has created the earth, He knows how many resources there are that we may not even have a clue about yet. He knows when the time has come and He will return and create a new earth and a new heaven.

But at the same time, this does not mean that we can live how we want and not care about the consequences it has for others.

Suggestions

Use commercials to get the conversation started or read from the book about China's forgotten children: "Left behind but not forgotten" by Joseph Lim. It is about children

whose parents have moved away from them to the big cities to work and manufacture things that we in the West buy, such as smartphones or tablets, and where the children are only allowed to see their parents once a year and otherwise grow up in orphanages or with grandparents.

Find some YouTube clips that show the process our clothes take from producing the raw material to the finished garment and how it affects the environment.

<https://www.youtube.com/watch?v=BGqnnZfSYcs> more about clothing production and what consumers can think about when buying clothes.

The parent-child talk

Children can walk through the house or apartment with their parents and check where energy can be saved (lamps, electrical equipment, water, waste). Is there old technology that can be handed in for recycling?

The children and parents can talk about how they consume. What values do they live by? Are there habits they can change?

The child may be able to take responsibility to sort the family's trash for a period of time (either in their own recycling bins or at garbage stations).

Taking care of your bike

Objectives

The children will learn how to care for and repair their bike and make it ready to use.

Lesson outline

Either you ask some children to bring their bikes or you bring some, preferably a little broken, bikes yourself. It is a good idea to divide the children into groups so that they have the opportunity to test and do things themselves.

The most basic:

Wash the bike.

Wash and oil the chain.

Repair a puncture.

Check the lights – show how to attach external lights or check that built-in lights work.

Suggestions

Check out on YouTube if you can find some instruction videos for the most basic bike repairs.

If there's room in the budget, you can give them a small bike repair kit and chain oil.

Let the children think themselves and share about when a bicycle is safe for traffic and what care the bike needs. Talk about using a helmet and lights.

The parents-child talk

The child could wash the bike and check if it is ready to use. If there is time, the child could do the same with the family's remaining bikes

Car – mechanical basics and cleaning

Objectives

The children will learn the basics of how a car works and how to check the oil, coolant and windshield washer fluid and how to fill them up. They will learn how to change tires and check the air pressure, learn the main parts of the engine, check lights and talk about what to do in the event of an engine breakdown. Part of the teaching will also be to wash and care for the car.

Lesson outline

If you are a large group, it is good to have several cars and several group leaders where you show and do things at the same time. Or you divide the group so that one part has a different lesson first and the other group learns about the car, then you switch.

If possible, it is good if you can drive the children to a gas station to show how to refuel, fill up with air and washer fluid and where there is water to wash the windshields.

Suggestions

Plan to have the lesson in a well-lit and protected place, such as a parking garage.

Read about your municipality. In many municipalities, it is forbidden to wash your car at home due to pollutants running into the ground and water. In some municipalities, you can also be fined. If there is a car wash nearby, it is a good idea to drive there and wash the car there together. Talk about it in the group how you can wash your car in an environmentally friendly way. This lesson is perfect to invite one or more of the parents to give.

The parents-child talk

The parents and child can plan a day where they wash the car and also check the oil, radiator water and tire pressure together. If the family does not have a car of their own, there is surely a neighbor or grandparents who will be happy if their car gets serviced.

How can I tell about Jesus?

Objectives

The children should learn to share their faith in a simple way.

Lesson outline

The children can think about whether they have been in a situation where a person they love very much has hurt them. Perhaps a close friend has turned away from them. How did they feel? Misunderstood, abandoned, sad. If we humans can already feel such strong feelings for another person, how does God feel for all people who turn away from him or hurt him. God has an incredible love for all people and wants them to know Him.

That was Jesus' task when he lived on earth and it is our task now that Jesus has gone up to heaven again.

Jesus often used parables. One thing children can do is take a Bible story that has a connection to their everyday life and learn to tell it in a few minutes by heart. Then, when they are in a suitable situation, they can lead the conversation, share that story and connect it to the everyday situation.

This should be a lesson where the children get to try things out a lot themselves. Give them help and different suggestions how they can tell about Jesus and what he has done for us, and then let them practise it on each other.

If you have a larger group, you can divide them and make different stations. Tell a friend about what Jesus means to them. Share a time when they experienced how God changed a difficult situation. Pray for a friend or relative who doesn't know Jesus yet, etc.

It may be that there are children in the group who have not yet decided to live with Jesus. Then it is good not to force anyone, but it is a chance for an honest conversation and you can ask them if they want to say yes to Jesus.

Encourage the children to join or start a prayer group at school where christian children can gather and pray for their friends. Most often the first step is that God puts a person on your heart that you pray for and with that a longing to tell about who Jesus is and that God loves them.

Romans 3:23–26; John 3:16; John 6:47; Matthew 28:18–20

Suggestions

Sharing about Jesus is not just an activity that we do from time to time or with a team together. It is a calling that Jesus has given to all of us and you can pray together with the children that God gives them the opportunity and courage to tell their friends and schoolmates about Jesus.

Give some advice about intercession and talk about the possibility that God can give words for other people. Words of encouragement that He wants to give to classmates, friends, or strangers they meet. A word from God often opens up conversations.

Telling your own examples is always best. Either the children could share a situation in which they have told someone else about Jesus, or the person teaching the lesson could have their own examples.

Tell about people who have already received a call in childhood to move to another country and tell other ethnic groups about Jesus.

If it fits in time, you can bring up 30 days of prayer for the Muslim world that takes place during Ramadan.

Talk about the Creed and how it has been part of the Church for many hundreds of years. In the charismatic church it is not so well known anymore.

The parents-child talk

The children can share with their families what Jesus means to them and what salvation is. The family can give feedback on whether they have understood it all. Then they can pray together with the child that he/she will have the opportunity to be able to tell their friends about Jesus. Ask in the next meeting if anyone has experienced anything encouraging in it!

Pray together for a friend or relative who does not know Jesus yet.

Learn the Apostles' Creed by Heart

Managing the internet and social media in a good way

Objectives

Social media has become bigger and bigger in Sweden and already from a young age many children have social media such as Facebook, Snapchat or Tiktok as their most important source of information. At the same time, there are more and more reports about how social media and the time children spend with it leads to more mental illness. The children should learn how to use social media and the internet in a good and positive way and how to protect their values and set limits for what is bad for them.

The goal is also for children to understand how social media works and what algorithms do to their brains. We want the children to be aware and decide what boundaries they have and what helps them to keep those boundaries.

They will also learn how to communicate in a good way, which pictures are okay to upload and how to protect their privacy.

Lesson outline

Romans 7:15-25 – we often know what is good but find it difficult to do it. Even us adults. As a teenager, when the brain is under reconstruction, there is an even greater lack of consequential thinking and things can easily turn out differently from what they expected. The topic should help the children build healthy habits and frameworks around what is

good for them and make them sensitive to which things they feel good about and which they do not.

1 Corinthians 10:23–24; 1 Corinthians 6:12

Melinda Gates: "I've made a career in the tech industry. I was unprepared for the effect it had on my children."

Let the children check on their mobiles what apps they have and how much time they spend on the different apps. Talk about age limits for different social media and what they think about it. Why does the government want to raise the age limit for social media?

Talk about privacy, which apps save a lot and which only a little personal information. How can children protect their privacy (for example, restricting access to voice recordings or who can see your personal information).

The children should think about their habits of using the internet, how often and which sites they use the most. How much do their friends use social media? Do they experience peer pressure?

Ask the children if they have had any bad experiences online. For example, if they were contacted by a stranger online, in a game or on social media. What did they do then? What can be done in such cases? Be clear that it is always good to tell someone when something does not feel right and that they can ask the Holy Spirit to be with them when they are online or using social media. The Holy Spirit can also show them when something is wrong.

Talk about dangers online - sites that cost money, games that are addictive, etc., or that criminals use social media to recruit young people into criminality.

The age at which children are exposed to pornography is going down more and more and it is not easy to protect yourself from it. On some platforms, there is a greater risk of being contacted for sexual purposes, and Snapchat and other social media sites are used to post or share images with sexual content. A study says that although 75% of parents believe that their 11-13 year olds have not seen pornography yet, about half of the children of the parents surveyed state that they have been exposed to it. Only a small percentage of children had deliberately searched for pornographic content. The vast majority of people have come across it online by accident. Today, the pornography that children are exposed to is more aggressive and violent than ever before, because it actually is aimed at people which has been addicted to it since a long time.

A conversation about pornography and sexualization is absolutely necessary so that we help the children to set boundaries and put protection mechanisms in place to minimize the risk of exposure to pornography and give tools for being able to resist it.

Today, we know that online media uses algorithms that take over our reward system. Children and teenagers in particular, whose brains are in the process of reconstruction are

particularly sensitive to the digital reward system. The digital reward system (of earning “likes” or expressing disagreement on social media) gives the illusion of a real relationship with others, but it doesn’t transfer well to the real world, and can often handicap us when it comes to functioning well in normal relationships in our everyday lives.

Studies have shown that just six hours of conscious family time – eating together, talking to each other, playing games and socializing – have a major positive impact on teenagers' mental well-being. Preteens still want to have time with their family and do things together. Help children realize that it is also important when they become teenagers and peers are becoming more important.

Suggestions

<https://www.svtplay.se/video/8Yq6o41/skavlan-och-sverige-1/tank-om-vi-hade-stannat-vid-mikrougnen?video=visa> Interview with Bill Gates and then with various celebrities about screens and social media.

Books to use for preparation

“The glass between us” Jason and Lisa Frost

Good websites to check and use:

www.common sense media.org; www.kidsmentalhealthfoundation.org;
www.wiredhuman.org; www.scrolling2death.com;

You can show some pictures or comments uploaded or written on Facebook and discuss them. What do the children think – should you write that way or not? What photos should you not upload publicly? How can you change your privacy settings on Facebook? You can also have group work, where you divide girls and boys.

Memory verse

“Everything is permissible for me“, but not everything is beneficial. Everything is permissible for me – but I will not be mastered by anything.” 1 Corinthians 6:12

The parents-child talk

The children can ask their parents about what their screen time looks like, what they do on the screens and what they feel good about/don't feel good about. Do they find it easy to turn off and put away their mobiles? Do they work a lot with a screen?

They should come to an agreement on screen time where both sign. They can also talk about whether there are guidelines they want to introduce for the whole family.

They should talk about what values they want to live by online and in social media and how they want to protect their values. How do their values guide their online interactions? Do their tech habits strengthen their closest relationships? Why? Why not? What are the most addictive aspects of the media that the child or the parents consume? What things make it extra difficult to stop consuming it?

How do I choose good films and music

Objectives

The children should think about their habits when it comes to film and music and what values should guide their choice of entertainment.

Lesson outline

Children can talk about movies, series and music they like to watch or listen to. Let the children think about what it is they like about it. How do they feel after they have watched or listened?

Why do they like certain movies/series and music? Because they want it themselves or because their friends like it?

Choose a movie/series and a song that is current and popular and go through the content. Some examples of questions to ask:

Who made it? Who is the intended audience (younger children, teenagers, adults...)

What does it do to me when I watch/listen to it? What feelings come up and what should I do with them?

What message do the producers or artists want to convey? What ideas, values or opinions are conveyed?

Is there truth in that or is it something made up? (It is especially important to take a closer look at films that are based on real events.) What of it is true and what has been invented to convey the message?

Are there spiritual elements or music in the movie that reflect the kingdom of God or the kingdom of the devil? What spiritual truths does the film or song want to convey?

Talk about how much of the children's everyday life is filled with entertainment. Do they want to change something about that? How? What takes up a lot of space in their lives affects them. What do they want to be filled with?

1 Corinthians 6:12; 1 Corinthians 10:23-24

Suggestions

Write the questions on a piece of paper that the children can take home and use when they watch a movie or listen to a new song at home.

Talk about options for entertainment – board games, sports, reading, etc.

Make a playlist with good music or stories that they can listen to.

Make a list of good movie suggestions.

Talk about spiritual messages in movies and music. What do the creators want to convey with that? Is it a good message that reflects God's truths or not?

The parent-child talk

The children and their parents could plan the next family movie night based on the teaching and take some time afterwards to talk about the movie with the family.

Parents can share what music they listen to and how they choose entertainment programs.

Communication, dealing with conflicts

Objectives

In many cultures it is important to be kind and not to show too many emotions. Not to say straight out what you think. But each person will have countless conflicts with all sorts of people anyway and you learn in the family how to deal with them. In order to become good at communicating and resolving conflicts, it is important to understand that it is okay to disagree sometimes. The children should also learn that there are different ways to resolve a conflict.

Lesson outline

You can play a drama with everyday conflicts that the children can easily relate to, and then together you can come up with different opportunities to solve the conflicts (for example, give in, find a compromise, find a new opportunity/solution, make a joke)

Ephesians 4:25–27; Proverbs 15:1; Matthew 6:14–15; Romans 12:2

Summarize the teaching on a handout so that the children can put it in their book or binder with some simple rules on how to have positive communication and what to think about in a conflict.

Suggestions

Some practical tips for resolving conflicts:

- Be honest with your own feelings
- Listen to the other person without interrupting him/her
- Be precise with the facts
- Choose a good time to resolve the conflict (usually you need to calm down first)
- Find out together what can be changed and what cannot be changed
- Don't bring old conflicts into the conversation
- When you have solved the conflict, you should ask for and give forgiveness

Some practical tips for good communication:

- respect the other person's opinions and rights

- Listen to the message of the heart that is often hidden behind the words
- Speak in a friendly voice
- Accept what the other person says, even if you think differently
- Use "I" messages: I feel, I expect, I need, I think, I will do, etc ("You" messages sound accusatory and the other person feels cornered)
- If "always" and "never" is an exaggeration, don't use those words
- The other person should not have to justify how he/she feels
- Do not give unwanted advice or criticism, but help the other person to find solutions themselves
- Be patient

The parent-child talk

The parents can share how they resolve conflicts among themselves. Choose a subject that the whole family can communicate about (for example, where the next vacation will be). Communicate well around it – Everyone should be able to share what they feel, wish, would like etc and then come up with a solution together.

Understanding other cultures, integration

Objectives

Sweden is a country of immigration and most non-Swedish-born Swedes do not have much contact with Swedish-born Swedes. This lesson needs to be adapted to the country you are living in but in this day and age every country has some immigration. The children should get a more open eye to other cultures and understand that they can play an important part in building bridges between people of different ethnic backgrounds. The lesson should remove the fear of people with different cultural habits and beliefs than oneself and encourage people to want to get to know someone who comes from another country.

Lesson outline

It is good if the lesson is taught by someone who has experience of other countries, such as someone with an immigrant background, who can talk about his/her experiences when he/she came to your country or a missionary who has worked in another country and in another culture. Personal experiences and real life stories are always best to use.

Talk in small groups about what you can do to integrate immigrants and make them feel at home here. Share with the large group if time permits.

Suggestions

If you have children of different ethnic backgrounds in the group, you can have group discussions where everyone can talk about their different traditions at home. For example, how to celebrate Christmas or birthdays or what other holidays to celebrate. Or they can

talk about different food they eat at home to show that there is diversity and that nothing is right or wrong, but a little different sometimes.

The parent-child talk

The children, together with their parents, will decide on a day before the next meeting when they invite someone who comes from another country to something really typical for your country. Show special interest in that person's (or family's) life story!

Running a household

Objectives

The children should learn the most important cleaning tasks (tidying up, vacuuming, dusting, wet wiping, washing dishes, cleaning the bathroom, etc.).

Lesson outline

For this lesson, it's helpful to put it into practice right away. Either that you clean the meeting room or that you divide into different households that are nearby where you can clean and serve those who live there at the same time.

Write lists of cleaning points for different rooms that they can take home. Or talk about it and write them together – what is it that needs to be cleaned in the bathroom, kitchen, bedroom, etc.

How often do you clean the fridge? How do you defrost the freezer? Etc.

Explain different cleaning products and how they work. Group work works well, as you can divide into dry cleaning (dusting, sweeping, vacuuming, etc.), wet cleaning (washing dishes, wet wiping the floor, windows, the bathroom).

Talk about environmentally friendly ways of cleaning – vinegar and baking soda, for example, have great cleaning qualities. There are many different suggestions for this online.

The parent-child talk

The children could talk to their parents about how often they clean what at home and what part the children could take over as their responsibility for a period.

Shopping

Objectives

The children will learn to write a shopping list based on a daily or weekly meal plan. If there is time, they should also shop for a simple snack break to get a sense of what food costs.

Lesson outline

For this lesson, it is good to have different cookbooks or recipes for simple and healthy food. It's a good idea to start with everyday meals and common ingredients.

Talk about how to think economically. Compare kilo prices, multipacks, etc. Which is better – do weekly shopping or often buy only what you need for the day? Organic or not? Fairtrade?

Suggestions

You can start the meeting with that lesson and meet at the nearest grocery store instead of the meeting room, give each pair of children money that is enough for the snack break. (See more about that under the heading of teachable moments.)

Apps and websites are available to turn a food plan into a shopping list.

The parent-child talk

The children could plan food for a week and then go shopping with one of the parents. Together they will look for where to find cheap but good products. Before this, they could talk about how much money is available for a week's food and how to divide it so that the money will be enough.

First aid

Objectives

The children should know how to respond in different emergency situations. The lesson should not be as detailed as a first aid course, but rather give an overview of the most common and important situations (poisoning, burns, scrapes and simple bandages, sprained foot or hand, recovery position, etc.)

Lesson outline

Talk about how to get in touch with the healthcare system. That may differ in every country. Emergency care is not always needed. There may be webpages that provide good information about different illnesses and suggestions about what to do when you do not know if an injury is serious or not.

Hand out a piece of paper with a summary of how to respond in emergencies and which emergency numbers to call. You can also divide into groups if you have more leaders and show in different dramas how you can react in emergency situations. Try putting a bandage on to each other and putting each other in the recovery position.

Talk about the importance of having a fire blanket, preferably in the kitchen. What do you do when there is a fire on the stove?

When you arrive at a new place – check where the emergency exit is.

Suggestions

Invite a parent that is working in healthcare to teach this lesson.

The parent-child talk

The children could talk to their parents about how to react if an emergency arises at home. Check together where the first aid kit is, if it needs to be refilled, where the phone number is for SOS (emergencies), for mom, dad, grandma, grandpa, the nearest health center, the health care information, the neighbors, etc.

Check if and where they have fire extinguishers and fire blankets at home

If they have any overview of different toxic substances, look through it.

Preparing for the graduation party

Objectives

During the lesson, the content of the graduation should be prepared. The children could write their own declaration about how they want to continue with what they have learned during the course.

Lesson outline

During the first part of the lesson, the children can prepare a contribution for the graduation party (drama, song or similar). That can differ depending on the children's giftings and preferences. The contribution should show something they have learned during the course and can be serious or humorous or a mix.

During the second part of the lesson, the children can begin to write a declaration about the steps they have taken during the course and how they want to continue living. How they want to move forward in their relationship with God and in what areas they want to use and develop their giftings. If time is not enough, they can continue at home as a last task.

Suggestions

You can give a little review of the different lessons so that the children remember what they have been through. It is also good to already have a clear idea of what the party will

look like so that the children know where their contribution fits in and how much time they will have for it.

The parent-child talk

Finish writing the declaration. The parents should write a blessing that they bring to the party and there speak out over their child. Parents could think about a gift to give the child during the party as a memory of the course.

The weekend

The focus during the weekend is that the child should have a lot of good time with their parent. It is good to divide the conversation time so that you first talk about the physical changes that will come and body hygiene and later about love and relationships. In between, you can give time for small groups, to socialize and also time with just the parents where they can ask questions, share their experiences, etc.

In order to create a good atmosphere from the beginning, you can start up with some team-building games. Different stations with challenges that the children must complete together with their parent. It can be anything from an obstacle course and solving riddles together to expressing appreciation for each other.

Before each session, it is a good idea to give a short introduction to the topic before they go into their children/parent talk and encourage the children to take the opportunity to ask their questions and for the parents to talk honestly about their experiences. These times can be key in the relationship between the child and the parents during adolescence. For the parents to prepare for those talks, they can be given the paper with suggestions and questions that you find in the appendix. This should be handed out already on the first parents' evening so that they have plenty of time to think through the conversations.

Appendix

Suggestions for a family budget

Gross income	/month	Education	/month
Child benefit		Course fees	
Study grants		Magazines, books	
Salary mom			
Salary dad		Communication	
Parental benefit		Internet	
Gross income		Mobiles	
		Subscriptions	
Must-haves		Postage, Office Supplies	
1.Tax			
		Wishes	
		Leisure	
Net income		Holidays, excursions	
		Photo	
Needs		Hairdresser, cosmetics	
Accommodation		Cinema, restaurant	
Rent incl. parking		Toys, hobby	
Electricity and water			
Tithing		Larger purchases to save for	
Home insurance		Appliances	
Households		Computer	
Food		Camera	
Consumables and hygiene		Furniture	
Maintanance		Tools	
Dekoration		Fines	

Eating at work		Car Purchases	
Health		Savings	
Hospital costs/Doctors		Savings	
Health insurance		Child 1	
Pharmacy		Child 2	
Optometrist			
Dentist		Miscellaneous	
		Gifts	
Transport		Unpredictable	
Car (petrol, repair, insurance, tax)			
Bus, train, etc.			
Bicycle, bicycle trailer, stroller			
Clothing			
Purchases			
Washing, cleaning			
Subtotal		Subtotal	

Total Expenses by Month	
Net income	
Balance	

Proposal budget for the child

Income	Per month
1. Regular income	
Pocket money	
Extra job	
2. Irregular income	
Money for birthday	
Flea market sale	
Total income	

Expenses	Per month
Regular expenses	
Savings	
Tithing	
Irregular expenses	
Shopping	
Gifts	
Clothes, Music, Magazines	
Other	
Total expenditure	
Balance	

This week/month I have _____ at my disposal.

Conversation sheet Mom

Goal of the conversation

This is a great opportunity to strengthen your relationship with your daughter and share your experiences. Feeling prepared for what will happen in the coming years strengthens her confidence and helps her to be open to even bringing up her questions and concerns later in her teenage years.

Telling them about how you've gone through those physical and emotional changes means more than any theoretical explanation or description. So be as personal as possible.

What can you say about what happens in the body?

How was your sex education? Was it at school or did you talk about it at home? Or was it a forbidden topic that was unpleasant to talk about?

General physical changes

Mood goes up and down, you sweat more, breasts grow, discharge, pubic hair

How do you maintain good hygiene?

How early or late did you develop?

Menstruation: When did you get your first period and how did you experience it?

How you developed, plays a role in how your daughter develops. But other factors play a role in it as well, such as stress. This can slow down development. Tell your daughter what she can do when she gets her first period and how sanitary pads work. If she is mature enough, you can go into a little more detail about how the monthly cycle works.

Pornography: Today, pornography is more accessible than at any other time and the vast majority of children come into contact with it without them having consciously sought it out. Through friends, advertising and links etc. Most pornography online is meant for people who have a long-term addiction and is therefore very hardcore. Talk about how you protect yourself from getting into it, and how your daughter can protect herself online. Also, talk about where and how to share photos with others and where or how not to do it. Many children are unaware of how shared images can be used and disseminated in inappropriate ways without their knowledge.

Give your daughter a brief summary of what happens to the boys at that age (voice becomes deeper, nocturnal erection, that they react strongly to what they see etc.).

If your daughter doesn't already have it, you can give her some body care products that can be good to have, such as deodorant, facial cleanser or sanitary pads.

Relationship/Family Questions

Here you can talk about when you have been in love and how you have experienced friendships with the opposite sex. Were you in several relationships before you got married? If yes, why did they end? How to choose a good person as your partner, what to consider?

You can tell the child about how you and your husband met and whether or not you waited until the wedding to have intercourse and why.

If the child seems mature enough for it, you can talk about contraceptives or family planning. What methods do you use?

This paper and your notes are just for you. As a mother, you know your child best and know how mature she is. You decide which topics you want to talk about-which questions you want to answer and which ones you want to wait with.

Conversation sheet Dad

Goal of the conversation

This is a great opportunity to strengthen your relationship with your son and share your experiences. Feeling prepared for what will happen in the coming years strengthens his confidence and helps him to be open to also bringing up his questions and concerns later in his teenage years.

Telling them about how you've gone through those physical and emotional changes means more than any theoretical explanation or description. So be as personal as possible.

What can you talk about what happens in the body?

How was your sex education? Was it at school or did you talk about it at home? Or was it a forbidden topic that was unpleasant to talk about?

General physical changes

The mood goes up and down, you sweat more, changes in the genitals, voice breaks, etc.

How do you maintain good hygiene? How early or late did you develop?

Sexual maturity: nocturnal erection, erection. How did you experience it? How old were you when it started? Why does it happen? What do you do then?

Pornography: Today, pornography is more accessible than at any other time and the vast majority of children come into contact with it without them having consciously sought it out. Through friends, advertising and links etc. Most pornography online is meant for people who have a long-term addiction and is therefore very hardcore. Talk about how you protect yourself from getting into it, and how your son can protect himself online. Also, talk about where and how to share photos with others and where or how not to do it. Many children are unaware of how shared images can be used and disseminated in inappropriate ways without their knowledge.

If your son doesn't already have it, you can give him some body care products that can be good to have, such as deodorant, facial cleanser or similar.

Give your son a brief summary of what happens to the girls at this age (menstrual cycle, period, ovulation, mood swings...)

Relationship/Family Questions

Here you can talk about when you have been in love and how you have experienced friendships with the opposite sex. Were you in several relationships before you got married? If yes, why did they end? How to choose a good person as your partner, what to consider?

You can share about how you as a couple met and whether you waited until the wedding or not to have intercourse and why.

If the child seems mature enough for it, you can talk about contraception or family planning. What methods do you use?

This paper and your notes are just for you. As a father, you decide for yourself which topics you want to talk about and on which questions you want to answer and which you want to leave out. See the above list as a help, not as a script.

Example of a stencil for the parents-children talk and example of a topic summary

Parent-child talk budgeting

Week:

Sit down with your parents and talk about the family's finances. How does money come in to the household, how do your parents plan and manage the money? If you want, you can check the family's budget or talk through the budget example that you brought home.

How can you save and what do you need to save for? Talk about why and how tithes can be given.

Set a reasonable budget for your situation (pocket money + possibly extra money for clothes, leisure, hygiene items, etc.) Discuss with your parents if you can be responsible for certain purchases in the future like clothes, bus passes, snacks etc.

Pray over and ask God how you could tithe and then carry it out.

Read Matthew 6:19–34, Proverbs 11:24, and 2 Corinthians 9:6–8, and discuss it together.

Summary Bicycle

Wash the bike

- Goes well with lukewarm water, dish soap and dish brush.
- Wash the chain and bottom brackets; Rinse them off with a water hose
- Flush off the rest of the bike
- "Wash" the rest of the bike, the frame, all the details, preferably with sponges
- Brush in hard-to-reach places
- Rinse off the bike again
- Scrape off dirt from the small gears with a screwdriver
- Lubricate the outside and inside of the chain
- Lubricate the gears and pedals
- Wipe off the excess oil

Fix puncture

- If the air goes out faster than in a week, there is something wrong
- Inflate the tire and put some saliva on the valve hole and see if bubbles form there
- If it does, it may be enough to change the valve

If it doesn't, then:

- Remove the wheel
- Get the inner tube out
- Inflate the inner tube
- Find the hole - with your hearing or touch or a water bath
- Hold the puncture and look for more holes
- Sand around the hole(s) with sandpaper
- Apply an adhesive patch or use a vulcanising solution
- Press with your hands and maintain pressure for a few minutes
- Insert the tube into the tire
- Put the tire on the wheel
- Pump it up and see if it stays up
- Put the wheel back on the bike

Suggested structure of the course with a three-hour meeting every week or every other week

	Biblical lesson	Practical lesson
Session 1	The Bible	Decorate their personal "Preteens book"
Session 2	The value of life	Managing the internet and social media in a good way
Session 3	Creation vs. evolution	Environment, waste, energy and consumer behaviour
Session 4	My family	Understanding other cultures, integration
Session 5	Honor the parents	Communication, dealing with conflicts
	Parent meeting	
Session 6	Salvation, Jesus and the cross	How can I tell you about Jesus
Session 7	Friendship with God, Listen to God's Voice	Budgeting
Weekend	Physical development, love, relationships	
Session 8	Friendships that shape me	Choosing good films and music
Session 9	A Servant Lifestyle	Running a household
Session 10	Called to the Kingdom of God	Shopping
Session 11	A Biblical Christian Worldview	First aid
Session 12	World Religions	To wash, iron, mend clothes
Session 13	Dealing with challenges and suffering	Caring for your bike
	Parent meeting	
Session 14	Using my time in a good way	Car – mechanical basics and cleaning
Session 15	Preparing for the graduation party	Cook together
graduation party		

Suggested schedule for a meeting

Welcome and a game	15 min
snack	15 min
Theoretical topic	45 min
Conversations in small groups, talk about the last home assignments	30 min
game	10 min
Practical topic	45 min
Information, assignments for next week	10 min

Other ways to complete the course:

Once a month for a whole Saturday: starts with a snack and games and two lessons, if possible one practical and one biblical. Lunch break and the opportunity to get some exercise. Begin the next lesson with a small-group session where you can have a short devotional and ask how the parents-children talk is going. Then you hold two more lessons before you finish for the day.

We have also tried to have one overnight stay a month from Friday evening to Saturday lunch. There are different ways to do it and it is good to adapt it to the circumstances.

The advantage of this is that even children from further away can come and join and the group becomes more close. The disadvantage is that you need a lot more space for the sleepover.

If you have had experiences with the Preteens Course and want to share them, you are welcome to write to elisabeth@kingskids.se. You can also share suggestions about additional topics that we could include.

There are people all over the world working with that age group. If you live in one of the presented regions you may contact these King's Kids leaders for support, inspiration or exchange of experience. For security reasons we don't write the contact information here but you can get it through contacting elisabeth@kingskids.se

Countries that we know of working with the Preteens Program are Togo, Israel, Slovakia, Germany, Switzerland, Spain,

Look out for more inspiration and additional material on the resource page from King's Kids International www.kki.global