



UNIT 7 God Created the World

SESSION 5 God Makes Birds

Separation Anxiety

Psalm 61:1-2

I. Feeling Overwhelmed

- A. Anxiety builds
- B. How did you handle it?
Psalm 61:3-8
- C. Your child's reactions to new situations

II. Separation

- A. When does it happen?
- B. What are the goals?
- C. How are *you* feeling?

III. Strategies for Coping

- A. Routines before and after
- B. Preparing your child
 - 1. Philippians 4:6-7
 - 2. Speaking positively
 - 3. Recognizing and naming feelings
- C. Giving comfort
- D. Practice at home
- E. Good-bye ritual

Read Psalm 61. Separation is an important issue for young children and their parents. The ultimate goal is healthy separation because it instills feelings of trust in children when they step from the known into the unknown. It gives them a sense of safety rather than anxiety.

— Young children come into new experiences with a set of expectations based upon their own limited experiences.

Understanding our children's feelings and taking time for some strategies will help ease their anxieties. Sticking to routines before and after a new situation will help build a sense of security.

Read Philippians 4:6-7. To prepare your child, tell what will be happening. Visit the place ahead of time. Speak positively. Reassure your child that you *will* return. Give him or her something of yours (picture, hanky) or a favorite blanket or stuffed animal to hang onto. Assure your child of your love and of God's love and protection while you are not with him or her.

At home, set up a pretend situation. Act out "leaving" your child with a hug and such words as, "I love you; Jesus loves you too, and He is with you and He is with me." Then reverse the roles as you become the child and your child pretends to be you.

Do the same ritual each time you say good-bye. Tell your child each time, "Jesus is with you and Jesus is with me. He is watching over you in love." Finally, give your child the gift of time. With time, anxieties will fade and trust will grow.

Growing Together

- Ask your child to do something for you while she is in day care, with a baby-sitter, or at a friend's house (e.g., color a picture, give a hug, pick up toys, eat the snack). Ask the person in charge for a schedule of activities so you know the kinds of things you might ask your child to do. When you are together again, talk about the task that was done.
- Give your child a small picture of your family and/or of Jesus to carry with him. Tell him to look at the picture whenever he needs to so that he will remember that "Jesus is always with you"; "Daddy is thinking about you."
- In order to help your child know that you are still there even when she can't see you, play a hide-and-seek game. First hide yourself with an arm or leg exposed so that your child can find you easily. Gradually hide your whole self. Let your child take a turn hiding.
- Hide toy people around the house for your child to find. (Be sure to count them so you know how many to collect.)
- Learn a song or Bible verse together with your child. Tell him that he can sing the song or say the verse whenever he is sad because he misses you.



Genesis 1:20-22

- Play different kinds of music and, according to the type of music, pretend to be birds flying, feeding their babies, soaring in the sky, hunting for food, going to sleep in their nests, etc.
- Hold feathers, scarves, or strips of cloth as you “fly” around the room or in a yard as if you are birds flying. Play music as you move. Talk about the way God made birds to move.
- Obtain a bird book from the library and place book-marks at the pages that show birds common to your area. Go for a bird walk, watch out your window, or sit on your balcony, in the back yard, or in the park to watch for birds. When you see a familiar bird, show your child the picture of the bird and name it for her. Tell her, “God made [crows]. Listen to them [caw].”
- Borrow a number of children’s picture books from your local library that feature birds. Let your child look at the pictures. Then look at them together as you read about these creatures that God made.
- Make a habit of throwing out bread crumbs or leftover bread for the birds. Feed ducks on a pond (where it’s okay to do so) and watch their actions as they eat. Talk about how God said for people to take care of the birds and animals He made (Genesis 1:26, 28).
- Fill a large (for bathing) or small (for drinking) plastic, shallow lid with water and place it where you can observe birds coming to drink and bathe. Watch quietly.
- Make your own bird feeder by covering cardboard tubes with peanut butter and rolling them in birdseed. Hang these from a tree, a fence, or balcony rail, or set on a low table.
- Listen to bird recordings. Talk about the way God made birds to “talk” to each other and to add music to our world.
- Paint using feathers as brushes. Show your child how to dip a feather in a pan of paint, brush off the excess along the side of the pan, then, with large arm movements, spread the paint on paper. Name the painting.

Bible Words

God said, “Let birds fly in the sky.” Genesis 1:20 (paraphrased)



Oh, Who Can Make a Flower

(Flap your arms in a flying motion as you sing)
 Oh, who can make the birds fly?
 I’m sure I can’t. Can you?
 Oh, who can make the birds fly?
 No one but God—’tis true.

Word variations by Jane Wilke

Creation Song

Stanza 5

God made birds with fluffy wings,
(Pretend to preen like a bird.)
 Crows that caw and larks that sing.
(Cup your hands around your mouth.)
 God made eagles that fly up high.
(Stretch out your arms to “fly.”)
 Thank You, thank You, God.
(Raise and wave your arms in praise.)

By Jane Wilke

Thank You, Loving Father

God made all the food we eat;
 Thank You, loving Father.
 God made all the flow’rs so sweet;
 Thank You, loving Father.
 God made all the birds that sing;
 Thank You, loving Father.
 God made us and everything;
 Thank You, loving Father.



UNIT 7 God Created the World

SESSION 6 God Makes Land Animals

Children and Fears

Psalm 70; 55:1–8

I. Your Fears

A. Childhood fears

1. What were they?
2. How did you react?
3. How did your parents respond?
4. Have the fears followed you?

B. What fears does your child have?

1. How does your child show or tell his or her fears?
2. Romans 8:38–39

II. Fears of Childhood

A. Natural

B. Which are good?

C. Rational vs. irrational fears

1. Active imagination
2. Too little experience

III. Helping Your Child Cope with Fears

A. Take fears seriously

B. Important not to ridicule

C. Give permission to be afraid

D. Discover reason for fear

E. Explain and reassure

F. Assure God's loving presence

Psalm 23; Psalm 91

Fear is a common childhood occurrence. Some fears can be helpful for a child. But most occur because children have too little experience and a growing imagination. Also, the children's very age prevents them from knowing the difference between rational and irrational fears.

First, recognize and acknowledge the fear itself. Take your child and the fear seriously—it is very real to your child. When we say such things as “That’s so silly”; “There’s nothing to be afraid of”; “You aren’t really scared,” children question themselves and other emotions.

Your child first needs you to acknowledge the fear, to have permission to be afraid. He or she needs empathy,

reassurance, hugs, and action. He or she needs to hear, “That was scary, wasn’t it?”; “Would you like me to hold you for a minute?”; “When I get scared, I remember that Jesus is with me.”

Discover why your child is afraid. Was it from a scary story, TV program, or movie? or from an encounter with a dog? Or perhaps because someone else has talked about being scared or has shown fear?

Encourage your child to talk about the fears. Give him or her words for the feelings and explain scary things in terms simple enough for your child to understand. Help your child act out the fear with toys or play things in order to work out the scary feelings and gain a sense of control over them.

Above all, reassure your child of your protecting love and care and of God’s love and care. Read Psalm 23.

Growing Together

- Offer play experiences that help your child reenact the frightening situation (e.g., bang two pan lids or two wooden blocks together or clap your hands to make loud noises “like thunder”).
- Sometimes staying with your child for a few minutes and rubbing a back, looking in closets, out the window, and under the bed will help.
- Offer your child action that reassures—a night light, “monster spray,” or a stuffed animal “sentry” to keep watch may do the trick.
- Chase imaginary animals or monsters out of rooms with a broom, or use puppets to act out fears.
- Read books with your child that tell stories about or explain the things that are frightening.
- Sing “If You’re Happy and You Know It,” changing the words to “If you’re scared and you know it ...” Let your child determine the response or suggest ones like “hide your head”; “get a hug”; “shake and quake”; “say ‘I’m scared!’”; “say a prayer.”
- Say a prayer or a Bible verse together, sing about Jesus’ love, and keep a picture of Jesus in your child’s room.



Genesis 1:24-25

- Make a field trip to the zoo, pet store, or animal shelter. Rather than trying to see as many animals as possible, take time to talk about each one you see, where and how it sleeps, eats, plays, and moves; discuss other habits, the animal's colors, etc., then thank God for His gift of that animal.
- Look in your yard, balcony, park, or sidewalk for the "tiniest bugs," and other crawling creatures that God made. When you see a spider, look at the intricate web and talk about how wonderful God's creation is.
- Play recorded music such as "Carnival of the Animals" and pretend to be an animal that is suggested. Walk, pretend to eat and sleep, and play as that animal might. Add scarves, strips of cloth, and other props.
- Make the sounds of different animals (or play recorded sounds) and have your child guess what the animal is. Then let your child take a turn at making the sounds while you guess.
- Eat animal crackers for a snack and talk about or make the sound of each as you eat it. Or make graham cracker lions: frost the cracker, add raisins for eyes, and shredded cheese, carrots, or coconut for the mane.
- Obtain animal books from your local library to look at together and discuss.
- If you have a pet, let your child help you with its care: putting in food, pouring water, going for a walk, loving and petting it.
- Make a pet store, zoo, or wildlife park using stuffed animals. Let your child and other family members shop, visit, and take care of the animals. Talk about the needs of domestic and wild animals.
- Have pictures of baby animals and their mothers and ask your child to match the mothers and babies.

Bible Words

The earth is full of [God's] creatures. Psalm 104:24



Oh, Who Can Make a Flower

Oh, who can make the animals?
I'm sure I can't. Can you?
Oh, who can make the animals?
No one but God—'tis true!

Note: Sing additional stanzas using names of animals, e.g., "Oh, who can make a bunny?"

Word variations by Jane Wilke

Creation Song

Stanza 6

God made bees—(spoken:) bzz, bzz—and the tiniest bugs;

(Tickle someone next to you; then touch together your thumb and index finger.)

Kittens and puppies we love to hug;

(Cross your arms over your chest and hug yourself.)

God made bunnies with floppy ears;

(Flop your hands by the sides of your head.)

Thank You, thank You, God.

(Raise and wave your arms in praise.)

By Jane Wilke