



THEME: **Responsibility**

ABOUT THIS CLASS: The theme for this Frolic Family Faith Class is **Responsibility**. You will read the Frolic storybook titled *Hal and the Prickle Problem*.

Prep Time

Responsibility in the Bible

Stories of (ir)responsibility can be found all over the Bible! In the beginning, God made the earth, giving human beings responsibility to care for one another and all of creation. Irresponsibility looked like Adam and Eve each blaming someone else after they had eaten the apple. Or Jonah, when he ran in the opposite direction of Nineveh. Responsibility looked like an Egyptian woman who cared for a Hebrew boy she found floating in a basket. Or Jonah, who, after a stinky fish encounter, turned back toward Nineveh. Responsibility is embodied in the Good Samaritan who reminds us that we are responsible to care for our neighbor in need.

A Parent's View of the Theme

Caring for little ones is a full-time responsibility! Ironically, with baby steps, parents can empower their little ones to come alongside them and learn self-care responsibilities and to share in the responsibilities of family life—setting the table, tidying toys, throwing laundry into the basket, stirring a dinner dish, etc. With patience and a sense of humor, parents can celebrate the freedom that comes with each learned responsibility. For caregivers whose children have different abilities, responsibility for their care may continue into adulthood. But little ones grow bigger, and soon parents might long for their child to ask them to tie their shoes—just one more time.

A Child's View of the Theme

Children begin their lives completely dependent on others to be responsible for them. They begin learning how to care for themselves through observation. They pay close attention to specific tasks and to attitudes toward the tasks. Around one year of age, children might start wanting to do these tasks—they look fun, and children long to do what grown-ups do. Grown-ups can find ways for children to learn alongside them, giving them age-appropriate tasks and reinforcing behavior through praise and thanks. Caregivers can also model how to make not-so-fun responsibilities bearable—even enjoyable—with a good attitude.



Bible Verse

"For each one should carry their own load."

—Galatians 6:5

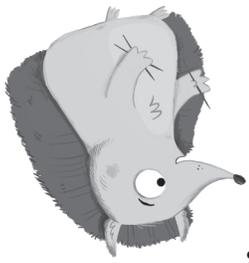


Today's Ritual

Invite caregivers and children to toss socks back and forth. After a short time, explain that play time is over and it's time to pick up. As children return socks to the basket, teach this rhyme in sing-song:

**Pick up, pick up,
I play and then I pick up.**





Make copies of the Coloring Page and place on a low table with crayons and blank paper.

For Leaders

Responsibility Coloring Page on page 214, crayons, and blank paper

Supplies

This center supports coloring skills. For toddlers.

Let's Color Together

THEME: **Responsibility**



THEME: **Responsibility**

Let's Color Together

Caregivers, while you do this . . .

Encourage your child to color the images from the book. Delight in their colorful creations!

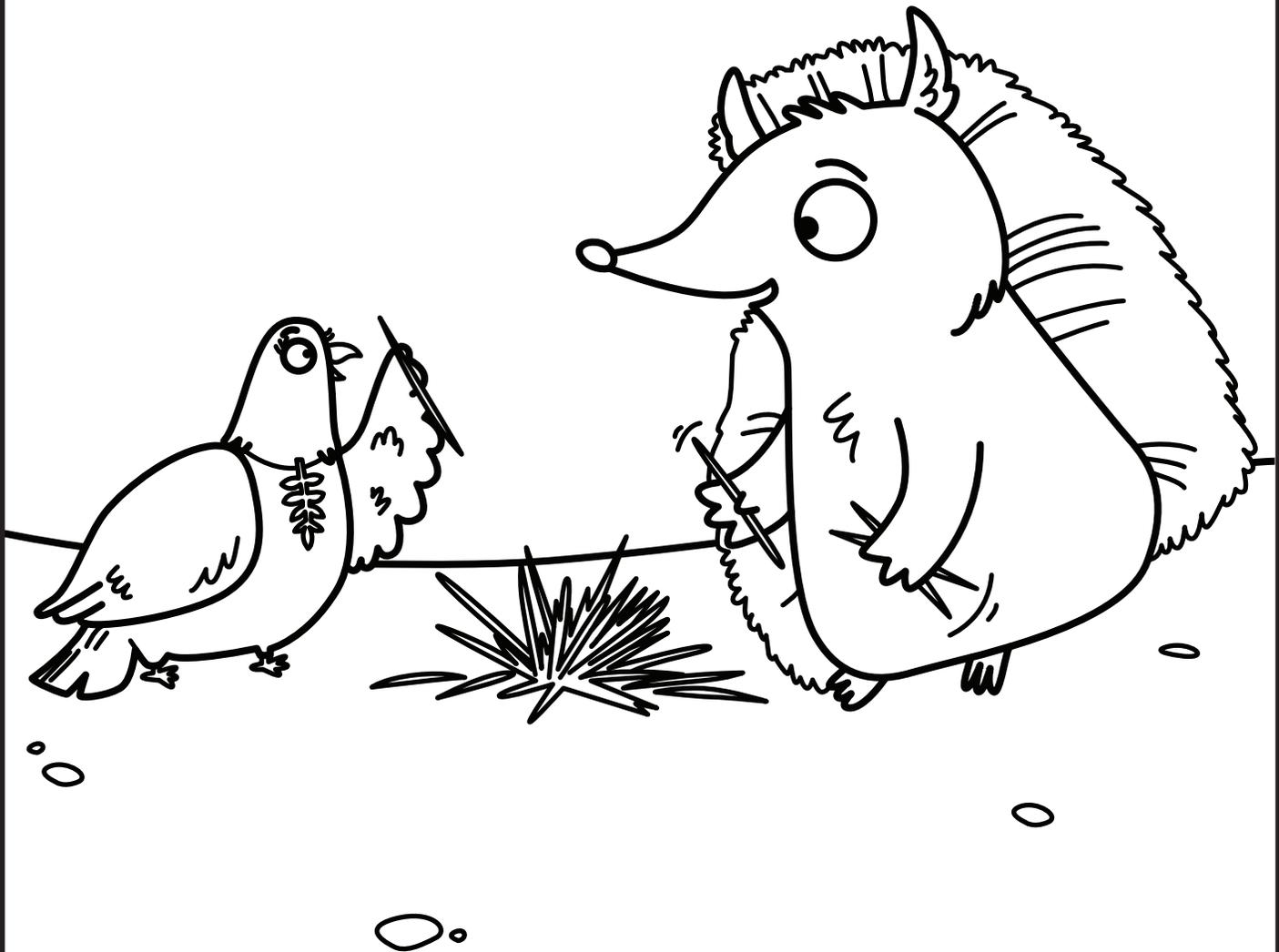
Your child is learning this!

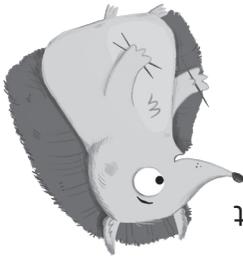
- When I color, I develop my fine motor skills.
- Using crayons helps me learn the names of colors.
- **When I color pictures from this story, I remember that God helps me remember to clean up after myself.**



Hal opened his eyes. He picked up one prickle,
and another, and then another.

His friends even helped. *Very, very carefully.*





Create a cozy reading nook with pillows or cushions. Display the Frolic story and board books and other books. Place letter blocks nearby. Point out that R is for *Responsibility* and C is for *Cleaning*.

For Leaders

Frolic books, other books, letter blocks, and cushions or pillows

Supplies

This center supports **early literacy**. For infants and toddlers.

Let's Read Together

THEME: **Responsibility**



THEME: **Responsibility**

Let's Read Together

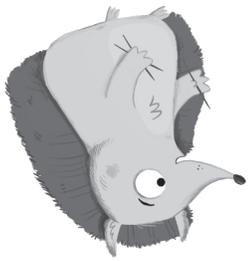
Caregivers, while you do this . . .

Enjoy reading together. Point out letters on the blocks. Spell your names and other words together.

Your child is learning this!

- When I hear you read, I learn about letters, sounds, and words.
- When I handle books, I am learning about features of books and print.
- When I see letters that I can manipulate, I am learning about letter sounds and words.
- **When I see and hear stories about responsibility, I learn that taking care of my things is one way to love others.**





Set supplies in an area where children can care for the stuffed animal pets.

For Leaders

Variety of stuffed animals, collars and leashes (or ribbon to tie as leashes), empty food boxes filled with cotton balls, and plastic bowls

Supplies

This center supports large motor skills, emotional development, and empathy. For toddlers.

Taking Care of Animal Pets

THEME: **Responsibility**



THEME: **Responsibility**

Taking Care of Animal Pets

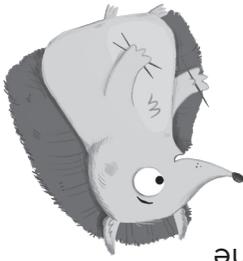
Caregivers, while you do this . . .

Invite your child to care for one of the stuffed animal pets. Ask your child how to care for pets. Help your child attach a collar and leash or ribbon. Pour cotton ball food into the dish for the animal friend. When the pet is finished eating, ask your child to clean up the food by putting it back in the box. Take the pet for a walk around the room. As you walk, invite your child to introduce the pet to others.

Your child is learning this!

- I am learning what pets need, like food and exercise.
- I am learning to clean up when I have finished playing.
- **God gave us animals, and God wants us to care for them.**





Set supplies in an area where families can toss the rolled-up socks into the basket.

For Leaders

Laundry basket and several pairs of clean, rolled-up socks

Supplies

This center supports large motor skills and language skills. For toddlers.

Laundry Toss

THEME: **Responsibility**



THEME: **Responsibility**

Laundry Toss

Caregivers, while you do this . . .

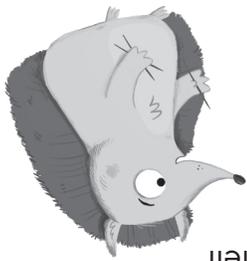
Play "Laundry Toss" with rolled-up socks. Stand varying distances from the basket and toss in the socks. If you make it, great! If you miss, try again! Sing the opening ritual rhyme while you play.

**Pick up, pick up,
I play and then I pick up.**

Your child is learning this!

- I am learning how to use my arm to throw an object.
- I am learning how to try and try again until I am successful.
- **God gives me responsibilities, and God made ways to have fun. I can have fun while doing my work!**





Set up supplies on a low table. Set aside a basin where kids can place their dirty bowls for cleanup.

For Leaders

Small bags of stick pretzels, bowls, basin for dirty bowls, and hand wipes

Supplies

This center supports **gross motor skills, language, and independence.** For toddlers.

A Prickly Snack

THEME: **Responsibility**



THEME: **Responsibility**

A Prickly Snack

Caregivers, while you do this . . .

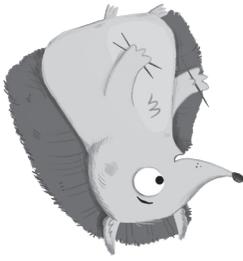
Wash hands at a sink or use hand wipes. Invite your child to serve the snack by putting pretzels in a bowl. These pretzels look like Hal's prickles! Touch the ends of a pretzel stick. Does it feel prickly like Hal's prickles? Clean up Hal's prickles by eating the snack. Invite your child to ask a family with an infant if they can serve them a snack. Ask your child to clean up by placing dishes in the dirty dish basin.

Your child is learning this!

- I am learning age-appropriate ways to prepare food for myself and others.
- I am learning that I can clean up my mess by putting my dishes away.



210 • **God gives me friends, and eating together is a way to share love.**



Cover a child-height table with plastic. Place paint and paintbrushes in a place where only caregivers can reach them. Set squirt bottles and rags or paper towels on the covered table.

For Leaders

Squirt bottles filled with water, paper towels or rags, paintbrushes, nontoxic paint, and a low table covered in plastic

Supplies

This center supports large motor skills. For toddlers.

Squirt! Squirt!

THEME: Responsibility



THEME: Responsibility

Squirt! Squirt!

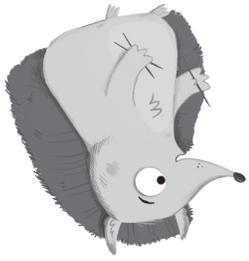
Caregivers, while you do this . . .

Caregivers are usually cleaning up the messes of little ones, but this time you get to create the mess for your child to clean up. Splatter a little paint on the table. Invite your child to use the squirt bottle and towel/rag to clean up the mess. Thank them for cleaning up your mess!

Your child is learning this!

- I am learning to hold objects in my hands and use them with purpose.
- I am learning cause and effect.
- **Messes are a part of life! God helps me learn to clean them up.**





Set supplies in an area where infants and toddlers can play with blocks.

For Leaders

Stacking blocks and containers or boxes to hold blocks

Supplies

toddlers.

This center supports fine motor skills and cognitive development. For infants and

Block Party

THEME: **Responsibility**



THEME: **Responsibility**

Block Party

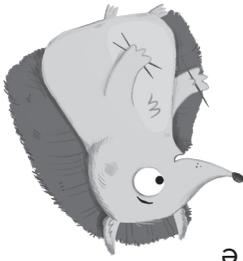
Caregivers, while you do this ...

Have fun playing with the blocks. Build something or stack a tall tower. When you have finished, invite your child to clean up the blocks by returning them to the boxes. If your child is developmentally ready, add sorting (by color, shape, size, or a certain number to each box) to the cleanup. Caregivers with infants can explore the blocks by holding blocks in front of your children and letting them touch and hold the blocks.

Your child is learning this!

- I am learning hand and eye coordination.
- I am learning to sort objects using various characteristics of the objects.
- I am learning that God gives me people in my life who teach me so many things! I love them!





Provide an area for caregivers to lay their infants down while they explore the sense of touch.

For Leaders

Unsharpened pencils, feathers, and cotton swabs

Supplies

This center supports **sensory** and **relational development**. *For infants.*

Prickle Tickle

THEME: **Responsibility**



THEME: **Responsibility**

Prickle Tickle

Caregivers, while you do this . . .

Hal's prickles were prickly! Hal's animal friends did not like the feel of those prickles in their bodies. Our sense of touch is different from one person to the next. Using appropriate amounts of pressure, use these objects to see how your infant responds. Vary the pressure. Does their reaction change? Does it tickle? Prickle? What kind of touch does your infant prefer?

Your child is learning this!

- I love the one-on-one attention of those who love me.
- I am learning that some touch feels good while other touches do not.
- I am learning that **God lets me explore the world with my senses, like the sense of touch.**

