

# Soaring Higher Curriculum and Leader's Guide

Christian supplemental teaching material  
for the Born to Fly curriculum

The Born to Fly Project  
to stop child trafficking

By Diana Scimone

Soaring Higher  
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This curriculum is dedicated to the members of my writers group (Valerie Kosky, Karen Armistead, and Deborah Cole), to educators Karen Armistead and Georgia Ana Larson, artist Leah Wiedemer, designer Cathleen Kwas, and the many supporters of Born to Fly International. Special thanks to Mike Bickle, Janet Benton, Sharon Gonzales, and Ashley Belerose. Thank you for helping my dream, like Blossom's, come true.

—Diana Scimone, director, The Born2Fly Project to stop child trafficking

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## Dreaming Big Dreams

### A special note from Born to Fly founder, Diana Scimone

A number of years ago when we were choosing the name for our new organization to stop child trafficking, one of our board members said, “Don’t choose a name that reflects what you’re trying to stop. The name should show what you’re trying to do after that.” That’s why we chose the name “Born to Fly.” Today our goal is the same: not just to prevent children from being trafficked, but in doing so we want to give them the opportunity to dream big dreams—to be who God created them to be. In fact, our mission statement is “stopping child trafficking...setting kids free to soar.”

That’s why this curriculum places an emphasis on showing children how to have a special relationship with God so that they can “dream big dreams” in a safe and successful manner. God puts these dreams inside each of us. They are our calling and our purpose. And they are part of His plan for the world.

Around the same time that we were launching Born to Fly International, my Bible study class decided to study Song of Songs (also known as Song of Solomon). It’s one of the shortest books in the Bible, but we spent two years studying it! We would spend a month on a single verse. At the end of two years, we all felt we had barely tapped into the depths of this little book.

Those two years changed my life, and Song of Songs has become my favorite book of the Bible. One of my favorite verses is “Draw me after you and let us run together” (Song of Songs 1:4 NAS). That is a key verse to help children have a special friendship with Jesus and dream “God dreams”—with Him by their side.

As you spent time in this curriculum, God will give you opportunities to call forth and affirm the dreams in each of the children in your class—the dreams that He Himself placed there.

We welcome your comments and suggestions. Just write to us at [info@born2fly.org](mailto:info@born2fly.org) or write Born to Fly, PO Box 952949, Lake Mary FL 32795, USA. Thank you for being part of our dream of stopping child trafficking. We’re very grateful to you.

Diana Scimone  
Director, The Born2Fly Project to stop child trafficking

“Dream the dreams that alter the course of world history.”  
—Bill Johnson

## Introduction

*Soaring Higher* is a Christian curriculum designed to supplement the regular *Born to Fly* curriculum. It is not designed to replace it, nor is it a standalone curriculum. It provides additional material you can use to teach the biblical concepts in the *Born to Fly* wordless book.

This additional material has two tracks just like the regular curriculum—one for younger children and another for apprentices.

Depending on the amount time you have at each session, you can teach this supplemental material at the same time as the regular curriculum or teach it as a separate follow-up session. Either way, we recommend that you teach this additional material right after the session that it correlates with.

The goal of this curriculum is to help children choose to have a higher relationship with Jesus and to know how much He loves them; this will help them be safe and successful as they follow their dreams.

Children can live normal “good” Christian lives, but if they don’t understand the reality of how God sees them and if they don’t know the depth of His love for them, they will never experience the full relationship He desires with them. That’s why it is critical for them to find their identity in Christ.

As Christians we often love God simply because we know we are supposed to. What if we could teach children from a very young age that there is so much more? What if they could know the vast love He has for them—and how He truly desires for them to succeed and fulfill the dreams and purposes that He put in them?

That is the goal of *Soaring Higher*. Many children are good at memorizing Bible verses and learning theological facts such as “God loves me,” but they often haven’t learned the skill of applying that knowledge in their own life. Depending on their spiritual upbringing, they may not even know they should do that. That’s why we have a 2-part goal with this additional material:

1. Give children and teenagers biblical principles, which we teach from the *Born to Fly* storyline
2. Show them how to apply these principles to everyday life—specifically how to keep from being trafficked and how to pursue their dreams in a safe manner.

This is the difference between the tree of knowledge and the tree of life. Our goal is to give children fruit to eat from the tree of life. We are honored to partner with you to do that.

## Overview of Leader's Guide

### Session 1: Choosing friendship with Jesus

#### Session objectives:

- To help children understand that Jesus is inviting them to have a higher relationship with Him—a special friendship.
- To show children they can choose to say “yes” to His invitation.
- To lead them to say “yes” to His invitation.

Key scripture: “Arise, my darling, my beautiful one, come with me” (Song of Songs 2:10 NIV).

For apprentices: “Arise, my beautiful one, come with me.”

Wordless book pages cover-25

### Session 2: Jesus is the truest friend.

#### Session objectives:

- To help children understand what it means to be a friend of God.
- To show them how to be a friend of God.
- To teach that Jesus is the truest friend.
- To show them that friendship with Jesus keeps them safe, healthy and free as they pursue their dreams.

Key scripture: “This is my beloved; this is my friend” (Song of Songs 5:16 NAS).

For apprentices: “This is my beloved; this is my friend.”

Wordless book pages 26-34

### Session 3: Jesus says you are unique, valuable, and worth loving.

#### Session objectives:

- To teach children that Jesus says they are unique, valuable, and worth loving.
- To show them that if they love Jesus, even when they make a mistake, His love for them does not change.
- To show them that friendship with God does not depend on what they have done or not done.

Key scripture: “I am dark, but lovely” (Song of Songs 1:5 NIV).

For apprentices: “I am dark, but lovely.”

Wordless book pages 27-53

### Session 4: When you go through a difficult time, Jesus will always be there with you.

#### Session objectives:

- To help children understand that when they go through difficult times, Jesus will always be there for them.
- To show them they can ask for His help.
- To teach them He might answer in a different way than they expected.

Key scripture: “Who is this coming up from the wilderness leaning upon her beloved?” (Song of Songs 8:5 NKJ).

For apprentices: “Who is this coming up from the wilderness leaning on her beloved?”  
Wordless book pages 54-68

Session 5: Jesus invites you to His “secret place” where He protects you.

Session objectives:

- To teach children that Jesus is inviting them to a secret place where He protects them and loves them.
- To show them the secret place is mentioned throughout the Bible; we have the privilege of living there.
- To remind them that the secret place is not always easy, but it is where He shares important lessons with us.

Key scripture: “In the secret places of the cliff, let me see your face, let me hear your voice; for your voice is sweet, and your face is lovely” (Song of Songs 2:14 NKJ).

For apprentices: “In the secret places of the cliff”

Wordless book pages 69-78

Session 6: Jesus helps you be safe and successful as you follow your dreams.

Session objectives:

- To help children understand that God put a big dream inside them.
- To show them that as they spend time with Him in the secret place, He’ll give them the wisdom and direction to help their dream grow.
- To teach that Jesus wants to partner with them and help them pursue their dreams.

Key scripture: “Draw me after you and let us run together” (Song of Songs 1:4 NAS)

For apprentices: “Draw me after you and let us run together!”

Note to teachers: We don’t have a specific place in the curriculum for you to lead children in a prayer of salvation because we leave that to you to discern the right time when your children are ready.

## Additional information on the fine line between awareness and fear

The regular Born to Fly curriculum has specific suggestions to help you bring awareness to your children without instilling fear in them. Here are more ideas from a Christian perspective:

Have children write down their fears and then together with the children look for Bible verses that counter those lies. Help them see that the fears, while real, are contrary to what God's Word says. For example, "God has not given us a spirit of fear but of power, love, and a sound mind" (2 Timothy 1:7). If you make this an activity and work together with children to come up with specific verses, it will mean more to them than if you just recite the verses to them yourself. Have children write them on papers, decorate them, and hang them where they can see them at home and school. You can also use this as an opportunity for children to memorize the verses they find.

Play Bible songs for them—either songs that are Scripture based or even simple songs like "Jesus Loves Me" that proclaim truths about God. If children are afraid at night, play the songs softly in their rooms as they fall asleep.

You and your staff can pray against the spirit the fear. Pray that the children will receive a revelation of God's love and protection that He is providing to them.



## Session 1: Choosing friendship with Jesus

**Focus of regular curriculum:** Choices have consequences.

**Focus of *Soaring Higher* curriculum:** Choosing friendship with Jesus

**Session objectives:**

- To help children understand that Jesus is inviting them to have a higher relationship with Him—a special friendship.
- To show children they can choose to say “yes” to His invitation.
- To lead them to say “yes” to His invitation.

**Wordless book pages:** cover-25

**Key scripture:** “Arise, my darling, my beautiful one, come with me” (Song of Songs 2:10 NIV).

**Supplies and materials list:** Various invitations from your culture such as for a baby dedication, birthday, or wedding; if you do not have printed invitations, prepare descriptions of how you might invite someone to an event. Construction paper, glue, markers, and any nature supplies available to you such as leaves, flower petals, small twigs, etc.

**For apprentice session:** Above supplies plus journals

**Before class:** Read the session notes and choose the questions you think will be most appropriate for your particular group. Ask the Holy Spirit to show you ways to customize the lesson for your class.

**Review:** Remind children that *Born to Fly* is an allegory, which means a story about an animal or non-human that has special lessons for us. *Born to Fly* is an allegory about how to be safe and successful in following your dreams. Ask for or share examples of allegories in your own culture’s literature.

**Begin Session 1:** Remind children about Blossom’s friendship with the Silver Breeze. Talk with children about friendship.

- Are there different kinds of friends?
- Discuss Blossom’s friendship with the Silver Breeze, with her brother, with Popi.
- How was her friendship different with each character in the story?
- Did Blossom make a choice to be friends with the Silver Breeze? (Yes, she could have chosen not to be friends.)
- What were the consequences or results of that choice? (He helped her make wise decisions.)

Talk about invitations in your culture—for example, what an invitation looks like (or sounds like, if it is oral) to a birthday party, a wedding, a graduation, baby dedication, etc. Show samples if you have them. Or discuss with children how you invite people to celebrate special occasions. Explain that when you receive an invitation, you must reply to say if you are accepting it or not. Discuss different ways of doing this in your culture.

Explain that there are 66 books in the Bible and one of them is called Song of Songs (or Song of Solomon). It is one of the shortest books in the Bible but has one of the most important messages—a special invitation for us. Song of Songs is about Jesus’ invitation to us to have a wonderful and special friendship with Him.

Read the key scripture verse for this session, Song of Songs 2:10. Jesus is asking us to “arise.” *Arise* means to “get up and go higher.” This is an invitation from Jesus to have a special friendship with Him. We have a choice as to how we will respond.

**Prayer time:** Play soft worship music and quiet the children. Explain they are going to practice hearing from God. He is always willing to talk with us; we simply need to learn how to listen and see. This takes practice. Sometimes He speaks to us in words and other times in pictures. Remind children that Song of Songs is about Jesus’ desire to have a wonderful and special friendship with them. Read Song of Songs 2:10 again and say this is Jesus’ invitation to them. Encourage children to listen for Jesus’ invitation to them and to respond “yes.” Ask Him to tell them why He thinks they are so special. Do not rush this time; wait and allow them to talk with Him. Afterward give an opportunity to share what they heard Him say.

**Activity time:** Show children the sample invitations again. Then using materials you’ve provided have them create their own invitation based on what Jesus said or showed them during prayer time. Give as few creative directions as possible so that you allow children to be as free as they want in creating their invitation.

**Trafficking connection:** Remind children that having a special friendship with Jesus will help them make right choices and be safe and successful in following their dreams. A friend who loves the way Jesus does keeps a young person safe, healthy and free.

### **Addition to Session 1 for apprentices**

“Arise, my beautiful one, come with me”

*Allow an additional 30 minutes to accommodate this extra material.*

- Our focus for today is not just for young children but for everyone. Song of Songs is about Jesus’ desire to have a wonderful and special relationship with the apprentices, too. Read our key verse for this session and discuss with apprentices why Jesus calls them “my beautiful one.” Why are you beautiful?
- Do you feel beautiful? Why or why not?
- What kind of beauty is He talking about?
- Is there a difference between inner beauty and outer beauty?
- Which do you think is more important to Jesus?

- How does it make you feel to know that Jesus calls you “beautiful”?

Explain that in future sessions we will learn why Jesus calls us “beautiful”—even when we don’t feel it.

**Prayer time:** Play soft worship music and have apprentices find a comfortable place to rest in the Lord. Remind them that Song of Songs is about Jesus’ desire to have a wonderful and special relationship with them. Instruct them to close their eyes and listen for Jesus’ invitation to them. Explain that He may speak in words or in pictures.

After a few moments read Song of Songs 2:10 and ask apprentices to quietly respond to Jesus’ invitation to them. Remind them that when someone gives us an invitation, we respond. Wait and allow them to talk with Him. Ask Him to tell them why He thinks they are so beautiful. Afterward give them an opportunity to share what they heard Him say.

**Activity:** Take apprentices on a walk outside to look at the beauty of God’s creation. Point out examples and ask them to do the same. Have them collect leaves, flower petals, twigs, and other natural elements. Return to your classroom and have apprentices create an invitation illustrating Jesus’ invitation to them. Ask them to keep it in their journals as a reminder that Jesus is calling them to “arise”—and that they have responded.

Ask apprentices to write in their journals (either now or before the next session):

- What Jesus told you during prayer time—His invitation
- How you responded to His invitation. You can write this as a letter to Jesus.
- Write two things you want to tell younger children about what it means to be a friend of Jesus and how this will help them in life.

## Session 2: Jesus is the truest friend.

**Focus of regular curriculum:** Know who your true friends are.

**Focus of *Soaring Higher* curriculum:** Jesus is the truest friend.

**Session objectives:**

- To help children understand what it means to be a friend of God.
- To show them how to be a friend of God.
- To teach that Jesus is the truest friend.
- To show them that friendship with Jesus keeps them safe, healthy and free as they pursue their dreams.

**Key scripture:** “This is my beloved; this is my friend” (Song of Songs 5:16 NAS).

**Wordless book pages** 26-34

**Supplies and materials list:** Friendship frame materials

**For apprentice session:** Journals

**Before class:** Read the session notes and choose the questions you think will be most appropriate for your particular group. Ask the Holy Spirit to show you ways to customize the lesson for your class.

**Session 1 review:** Spend a few moments reviewing the last session where we learned that Jesus is inviting them to have a higher relationship with Him—a special friendship. They can choose to say “yes” to His invitation.

**Begin Session 2:** In this session we will learn what it means to be a friend of Jesus—and how that will help us pursue our dreams. Discuss with children:

- What are some different kinds of friendship?
- Is everyone your best friend?
- How do you know when someone is your best friend versus an acquaintance?
- Do friends sometimes disappoint you, even your best friend?

Remind children what Blossom is learning about true friends, about those who acted like her friends but weren’t, and about Dream Thieves.

- Who were Blossom’s true friends? (Cricket and Tadpole)
- Who acted like her friends but really weren’t? (Dream Thieves)

Read Song of Songs 5:16 and explain that this verse is talking about Jesus. He is the only friend who will never disappoint us. He will always love us. We can trust Him because He is a true friend.

Read these verses to children (or ask children to read them aloud):

“‘Abraham believed God, and it was accounted to him for righteousness.’ And he was called the friend of God” (James 2:23 NKJ).

“Greater love has no one than this, that a man lay down his life for his friends. You are My friends if you do whatever I command you. No longer do I call you servants, for a servant does not know what his master is doing; but I have called you friends, for all things that I heard from My Father I have made known to you” (John 15:13-15 NKJ).

- What is the difference between a servant and a friend? Which did Jesus say you are? (His friends)
- How can you be a friend of Jesus? (By loving Him, following Him, believing Him, reading the Bible and learning about Him, by talking to Him in prayer)

**Trafficking connection:** Explain to children that having a close friendship with Jesus can help keep them from being trafficked. In John 15:13-15, Jesus talks about the difference between a servant and a friend; when you are trafficked, you are someone’s servant or slave—even if they say they are your friend. You can know a true friend by what they do, not by what they say.

**Prayer time:** Play soft instrumental worship music in the background. Tell children they are going to listen quietly for Jesus’ voice. Explain that Jesus does not shout at us but speaks in a “still, small voice,” so we have to listen carefully for it. Remind them that sometimes He speaks with words and other times with pictures. Have them recall the invitation that Jesus gave them in the previous session when He asked to have a special friendship with them. Now have children ask Him what that friendship means specifically and how they can be a friend to Him. Ask Him to show them a picture of Himself and them—as friends. Allow time for children to hear God and see with their spiritual eyes (Ephesians 1:18). Afterward have children share what they heard Him say and what they saw. Encourage them in what they share.

**Activity time:** Have children create a second Friendship Frame, this time drawing a picture of themselves with Jesus. If He told them something specific during prayer time, they can write it on their Friendship Frame.

### **Addition to Session 2 for apprentices**

“This is my beloved; this is my friend.”

*Allow an additional 30 minutes to accommodate this extra material.*

Read our key verse for this session and discuss with apprentices. Explain that in the Bible, God often uses natural examples to define a spiritual principle. Marriage is the most intimate of all relationships.

- A couple gets married because they are more than friends.
- They are connected on an emotional level that is higher than any other human relationship.
- When two people are in love they want to spend the rest of their lives together.

- They want nothing but death to separate them.
- They want this person to be the first one they see in the morning and the last one they see at night.
- Their love is so strong that they can't seem to get close enough.
- They can rest in each other's embrace knowing they are loved and accepted by the other.

This is the relationship that the Lord desires with us. Share verses such as Isaiah 54:5, Revelation 19:7-9, Matthew 9:15, and Matthew 25:1-13 that show Jesus is our bridegroom. This may be a difficult concept for youth to understand, particularly boys and young men, but ask the Holy Spirit to help them. This is a key concept for believers to understand. Explain that Song of Songs is a book about this special relationship with Jesus.

**Prayer time:** As you play soft instrumental music, have apprentices rest quietly in prayer asking Jesus to help them understand how He is their bridegroom king. Quietly read the above verses again. Remind them if they don't understand this concept that they can ask Him to explain it to them Himself.

Have them write in their journals what He tells them or draw what He shows them.

## Session 3: Jesus says you are unique, valuable, and worth loving.

**Focus of regular curriculum:** You are unique, valuable, and worth loving.

**Focus of *Soaring Higher* curriculum:** Jesus says you are unique, valuable, and worth loving.

### Session objectives:

- To teach children that Jesus says they are unique, valuable, and worth loving.
- To show them that if they love Jesus, even when they make a mistake, His love for them does not change.
- To show them that friendship with God does not depend on what they have done or not done.

**Key scripture:** “I am dark, but lovely” (Song of Songs 1:5 NIV).

**Wordless book pages** 27-53

**Supplies and materials list:** none

**For apprentice session:** Journals

**Before class:** Read the session notes and choose the questions you think will be most appropriate for your particular group. Ask the Holy Spirit to show you ways to customize the lesson for your class.

**Review Session 2:** Spend a few moments reviewing the last session—about what it means to be a friend of Jesus.

**Begin Session 3:** Remind children that the third lesson Blossom learned was, “You are unique, valuable, and worth loving.” In the previous session, children may have felt that friendship with Jesus is based on what they do for Him or how good they are. Read Ephesians 2:8-9: “For by grace you have been saved through faith, and that not of yourselves; it is the gift of God, not of works, lest anyone should boast” (NKJ). Explain that being friends with Jesus is a gift from God. It is not because of what we do or how good we are. Can we ever do enough to earn His love? No, that is why it is a free gift. This will help us still feel Jesus’ love even when we do something wrong.

Choose some of these verses to read to children, stressing how they show that God Himself says they are unique, valuable, and worth loving: Zephaniah 3:17, Psalm 139:14, 17-18, Luke 12:24, Isaiah 43:1, Isaiah 49:16, John 1:12, and John 15:15.

Read our key scripture for this session, “I am dark, but lovely.” Talk about the word *dark*; be sure children understand this does not refer to the color of our skin. It means that even when we make a mistake or do something wrong, we can know that Jesus still loves us. This does not

describe a person who is rebellious against Jesus; instead it describes someone who loves Him but makes mistakes. “The spirit indeed is willing, but the flesh is weak” (Matthew 26:41 NKJ). Discuss the meaning of the word *lovely*: “delightful, pleasing, having a beauty that appeals to the heart or mind as well as to the eye.”

- Ask for examples of something that is lovely.
- Reread the key scripture and explain that Jesus thinks you are “lovely” even when you do something wrong. He adores you and nothing you ever do can decrease or increase His love for you.
- That is where your value comes from. That is why His love for you is a gift of God.
- Read John 1:12. “To all who did receive him, to those who believed in his name, he gave the right to become children of God” (NIV). What does it mean to be a child of God?
- Does this mean you can do whatever you want? (No, because being a friend of Jesus means you want to do what is right.)
- “Unconditional love” means someone still loves you even though you do something wrong. You are valuable not because of what you do but because of who you are.
- In the story, how does Popi show unconditional love to Blossom? (When she returns home, he runs to welcome her. He does tell her what she did wrong, but that does not stop him from loving her.)
- What does this mean for Blossom? (She tells Popi she is sorry she disobeyed him. She knows Popi still loves her. She wants to do better and obey him next time.)
- Is there anything Blossom could do to make Popi love her more? To love her less? (No) Similarly there is nothing you can do to make Jesus love you any more or any less.

**Activity time:** Divide children into teams of six to act out the scene when Blossom returns home. Choose one person to be Blossom, one to be Popi, and the rest to be the other caterpillars. First have children act out what happened in the story—Popi waiting for Blossom to come home and welcoming her with unconditional love. Then have children act out Popi reacting in a different way—not welcoming her, being angry, etc. Discuss which was a better reaction and how the different reactions might make Blossom feel.

**Trafficking connection:** When we know that Jesus thinks we are unique, valuable and loved, we will not believe the lies of traffickers who tell us otherwise.

**Prayer time:** Have children rest quietly as you play soft instrumental worship music. Ask them to think about Jesus smiling at them with joy. Encourage them to say, “I am dark, but lovely.” Have them think about a time they did something wrong; ask them to listen for Jesus’ words to them. Are they still “dark, but lovely”? Remind children that sometimes Jesus speaks with words and other times with pictures. Allow children to spend time with the Lord for at least five minutes and then have them share what they experienced.

### **Addition to Session 3 for apprentices**

“I am dark, but lovely.”

*Allow an additional 30 minutes to accommodate this extra material.*



Read our key verse for this session and discuss with apprentices what it means to them. Read the story of the prodigal son in Luke chapter 15. Apprentices can perform the same activity as above, but instead of Popi and Blossom, have them create their own scenario of a prodigal son or daughter with two different outcomes.

- How would these different reactions make you feel?
- What is unconditional love?
- What is the difference between loving someone unconditionally and blindly ignoring sinful behavior?
- Why must you repent when you've done something wrong? (in order to receive God's grace)
- What do you do after you've repented? (receive God's forgiveness and love; not focus on our sin but on Him)
- What is the difference between someone who purposely rebels against God and an immature believer who makes mistakes? (God does not confuse spiritual immaturity with rebellion.)

Discuss the concept of "dark, but lovely." Share about the paradox of discovering our own sin, yet at the same time discovering Jesus' great love for us.

- How does that make you feel about yourself? About Jesus?
- Knowing this, does this make you want to be close to Him or run from Him when you do something wrong?
- Why this is such an important truth to understand?
- How does this help us see others who make mistakes?

Lead apprentices through the same prayer time as younger children. Quietly read 1 John 3:1, 1 John 4:19, and John 15:9. There may be specific need for healing as apprentices recall sinful things they've done in their lives. Be prepared to lead them through repentance and forgiveness, encouraging them that Jesus still sees them as "lovely." Remind them of how they accepted His invitation to have a special friendship with Him. Remind them that He wants them to live holy lives and He will give them the grace to do that.

Ask them to write in their journal what they have experienced about being "dark, but lovely." How does His unconditional love make them feel?

## Session 4: When you go through a difficult time, Jesus will always be there with you.

**Focus of regular curriculum:** Be patient, work hard, and wait for the right time.

**Focus of *Soaring Higher* curriculum:** When you go through a difficult time, Jesus will always be there with you.

**Session objectives:**

- To help children understand that when they go through difficult times, Jesus will always be there for them.
- To show them they can ask for His help.
- To teach them He might answer in a different way than they expected.

**Key scripture:** “Who is this coming up from the wilderness leaning upon her beloved?” (Song of Songs 8:5 NKJ).

**Wordless book pages** 54-68

**Supplies and materials list:** None

**For apprentice session:** Journals

**Before class:** Read the session notes and choose the questions you think will be most appropriate for your particular group. Ask the Holy Spirit to show you ways to customize the lesson for your class.

**Review Session 3:** Spend a few moments reviewing the last session—that we are unique, valuable, and worth loving because Jesus said we are; it does not depend on what we have done or not done.

**Begin Session 4:** The fourth thing Blossom learned was, “Be patient, work hard and wait for the right time.” Review what these words mean. Review how difficult it was for Blossom to be in the cocoon.

- Why was that a necessary part of her transformation?
- Who did she rely on when she was there? (Silver Breeze)
- Explain that the Silver Breeze is a symbol for Jesus.

Discuss our key verse, Song of Songs 8:5.

- What is a wilderness? (Dry place, lonely place, without many friends. Can also be when we are going through a difficult time.)
- What does *leaning on* mean? (to rely, to trust)
- When you go through a difficult time, how can you “lean on” Jesus? Does He want you to do that? (yes)

- Ask children to share difficult things they are going through right now, either as they pursue their dreams or in other areas. Does Jesus want to help them? How can they ask Him for help?

**Activity time:** Divide students into groups of five and ask them to act out something difficult that they are going through at the moment. They can do this with or without words. If there's time, they can choose their own music for the background.

- Discuss ways you could rely on Jesus during that difficult time.
- How might Jesus help you?
- Does He always help the way you want Him to? Why not?
- If He chooses to help you in a different way, does that mean He loves you less?
- If He chooses to answer you at a different time than you expected, does that mean He loves you any less?

**Trafficking connection:** Remind children that the people they added to their scroll are a very important part of their plan for staying safe and making their dreams come true. Relying on Jesus will help them stay safe and make their dreams come true.

**Prayer time:** As you play soft instrumental worship music, ask children to think about the difficult things they are going through—either the ones they portrayed in the activity or other difficult issues. Then have them ask Jesus to show them a picture of how He is helping them through it. Remind them that He speaks with pictures as well as words. Afterward allow students to share what He showed them. If there is time, they can draw a picture of it.

#### **Addition to Session 4 for apprentices**

“Who is this coming up from the wilderness leaning on her beloved?”

*Allow an additional 30 minutes to accommodate this extra material.*

Apprentices can perform the same activity as younger children and have the same prayer time. After the activity, lead them in a discussion about difficult times they are going through and what Jesus showed them during prayer.

- What wilderness times are you going through now? How do you see Jesus helping you?
- Are you beginning to see Jesus as your beloved? As a bridegroom?
- Share examples.
- Remember that *persevere* means to keep on working hard even though you may feel discouraged. How can Jesus help you persevere?
- Share a difficult time that you went through when you knew Jesus was right there with you. How did you change during this time?

Ask them to write in their journal what Jesus told them during prayer time. How does leaning on Him make them feel? Allow those who want to share to read what they wrote.

## Session 5: Jesus invites you to His “secret place” where He protects you.

**Focus of regular curriculum:** You were born to fly. Don’t settle for less.

**Focus of *Soaring Higher* curriculum:** Jesus invites you to His “secret place” where He protects you.

**Session objectives:**

- To teach children that Jesus is inviting them to a secret place where He protects them and loves them.
- To show them the secret place is mentioned throughout the Bible; we have the privilege of living there.
- To remind them that the secret place is not always easy, but it is where He shares important lessons with us.

**Key scripture:** “In the secret places of the cliff, let me see your face, let me hear your voice; for your voice is sweet, and your face is lovely” (Song of Songs 2:14 NKJ).

**Wordless book pages** 69-78

**Supplies and materials list:** Blankets or towels

**For apprentice session:** Cloth, paper, or piece of plastic; journals

**Before class:** Read the session notes and choose the questions you think will be most appropriate for your particular group. Ask the Holy Spirit to show you ways to customize the lesson for your class.

**Review Session 4:** Spend a few moments reviewing the last session—that when we go through difficult times, Jesus will always be there for us.

**Begin Session 5:** The fifth thing Blossom learned was, “You were born to fly; don’t settle for less.” Review what it means to say we are “born to fly.” Ask children what were the hardest times for Blossom on her journey to follow her dream. Remind them about the days and even weeks that she spent inside the cocoon. Caterpillars can spend weeks or even months inside a cocoon.

- What do you think that is like?
- What did Blossom learn about the cocoon? (It seemed like the worst place, but it was where she learned important lessons from the Silver Breeze.)

Sometimes we are in places that seem as horrible as the cocoon was to Blossom—but if we trust Jesus, He will teach us important lessons. Jesus calls these the “secret places.”

- Read Song of Songs 2:14. Jesus actually invites you into these secret places to spend time with Him.
- Read Psalm 91:1-2: “He who dwells in the secret place of the Most High shall abide under the shadow of the Almighty. I will say of the LORD, ‘He is my refuge and my fortress; My God, in Him I will trust’” (NKJ).
- Read Isaiah 45:3: “I will give you the treasures of darkness and hidden riches of secret places, that you may know that I, the Lord, who call you by your name, am the God of Israel.” The secret place is a place of secrets; Jesus will reveal His secrets to you. This is His wisdom that will help you in life.

Explain that in the Old Testament, the Holy of Holies in the tabernacle was the holiest place of all. Only the high priest was allowed to go there—and only once a year. But today, because of Jesus, we have the privilege of being in the Holy of Holies—the secret place of the Most High—whenever we want. In fact, Jesus invites us to dwell there (Psalm 91).

**Activity time:** Give each child a blanket or towel to wrap themselves in; have them act out Blossom inside the cocoon as you recite the storyline. Or divide children into teams of two. One person on each team acts out Blossom inside the cocoon while the other person describes what is happening. Remind children that Blossom’s cocoon was not an easy place to be. Sometimes the secret place is not easy, but if we ask Jesus for help, He will help us and we can learn what He wants to teach us.

Review Psalm 91:1-2. Point out that the rest of the psalm lists the many ways God protects us while we dwell in the secret place. Have children read Psalm 91 and write or draw some of the ways that God protects them while they are in the secret place.

**Trafficking connection:** Spending time with Jesus in the secret place keeps us safe and protected as we pursue our dreams.

**Prayer time:** Have children wait quietly upon the Lord as you play soft worship music. Tell them that Jesus is inviting them to enter—and dwell—in the Secret Place right now. Continue to play soft worship music as children respond to His invitation and spend time with the Lord. After, ask them to share what happened.

### **Addition to Session 5 for apprentices**

“In the secret places of the cliff”

*Allow an additional 30 minutes to accommodate this extra material.*

Read our key verse for this session and discuss with apprentices. Take a piece of cloth, a scarf, or a large piece of plastic and crumple it up. Have apprentices watch it slowly unfold; without using words, have them move to recreate this unfolding. Ask what it felt like as they did this. How does this compare to Blossom “unfolding” from the cocoon?

Have the same prayer time as younger children. Read the key scripture verse as apprentices spend time with the Lord. After, ask them to share what they experienced and write it in their journals.

- In our key verse, Jesus says, “Let me see your face, let me hear your voice; for your voice is sweet, and your face is lovely.” How does this make you feel?
- Are you learning more about Jesus as your bridegroom? How has your understanding of this changed since session 1?
- Which promises in Psalm 91 mean something special to you? What connection do you see between those promises and verse 1?
- What is your understanding of the secret place? How will this help you in difficult times?
- How will this help you as you follow your dream?

## Session 6: Jesus helps you be safe and successful as you follow your dreams.

**Focus of regular curriculum:** Review and commitment

**Focus of *Soaring Higher* curriculum:** Jesus helps you be safe and successful as you follow your dreams.

**Session objectives:**

- To help children understand that God put a big dream inside them.
- To show them that as they spend time with Him in the secret place, He'll give them the wisdom and direction to help their dream grow.
- To teach that Jesus wants to partner with them and help them follow their dreams.

**Key scripture:** ““Draw me after you and let us run together! The king has brought me into his chambers” (Song of Songs 1:4 NAS).

**Supplies and materials list:** Photos of castles in your country (or place where your head of state lives); construction paper, cardboard, markers

**For apprentice session:** Journals

**Before class:** Read the session notes and choose the questions you think will be most appropriate for your particular group. Ask the Holy Spirit to show you ways to customize the lesson for your class.

**Review Session 5:** Spend a few moments reviewing the last session—that Jesus is inviting them to the secret place of Psalm 91:1 where He protects them and loves them.

**Begin Session 6:** Read the key scripture.

- What does it mean to “run” with Jesus?

Ask two children to demonstrate running together. First have them run separately in whatever direction they want. Is this “running together”? Then have them run in the same direction, but at different paces. Is this “running together”? Finally have them run in the same direction at the same pace. Explain that when we “run” with Jesus, we go in the same direction and at the same pace as He does. We don’t do our own thing but we partner with Him.

- What are the “king’s chambers”? (The special place in the castle where only the king’s family and most trusted friends are invited)

If there is a castle in your country, show a photo of it. If not, show a photo of the place where your head of state lives. Explain that there are public areas of the castle where anyone can go, and private areas where only family and trusted friends can go. In a king’s castle, his chamber is for his most trusted friends. When we ask Jesus to give us a higher friendship with Him, He will

take us into that area for His most trusted friends. This is part of the secret place where He will help us pursue our dreams.

As we spend time with Jesus in the secret place, He shares wisdom with us about our dreams. He shows us how to be safe and successful in following our dreams.

Discuss Blossom's dream with children. Explain that God gives each of us a dream; our dream is part of God's purpose for us. Lead children in a time of sharing about their own dreams. Encourage other children to be respectful, positive, and encouraging. Model this behavior by not being negative about dreams that children share; for example, do not say, "That would be impossible because..." or "You could never do that because..."

Discuss how their dreams can help their family, city, and country. How did Blossom's dream help her family? The other caterpillars?

Remind children about how Blossom had to wait for the right time before she could fly. Explain that God has a perfect timing for every dream to be born. What are challenges they might face as they wait for the right timing for their own dreams? Discuss what you do when:

- It gets difficult.
- People don't understand.
- I don't know if this dream is from God or from my own imagination.
- There are too many dream thieves
- I don't have any money...connections...what else?
- I might fail.
- Others?

Discuss with children what they can do while waiting for the right time:

- Study about the subject of your dream.
- Find others who've done what you want to do; read about them. If they're still alive, write or email them.
- Pray; what are some of the things you can ask God?

**Activity time:** Read Habakkuk 2:1-3: "Write the vision and make it plain on tablets, that he may run who reads it. For the vision is yet for an appointed time; but at the end it will speak, and it will not lie. Though it tarries, wait for it; because it will surely come, it will not tarry" (NKJ). Remind children of our key scripture and the king's chamber. Use construction paper and cardboard to create a king's shield. Tell children to leave the center of the shield blank; after prayer time, they will fill it in.

**Trafficking connection:** Remind students that *Born to Fly* is an allegory with special lessons about how to stay safe and be successful in following your dreams. Dream Thieves don't just exist in stories. People who are human traffickers are real-life Dream Thieves.

**Prayer time:** As you play soft instrumental worship music, read our key scripture. Tell children that you are giving them permission to dream big dreams for God. Many children (and adults) need permission to do this, particularly if they have been kept from dreaming in the past. Have



children quietly tell Jesus that they want to respond to his invitation to “run” with Him and enter His chambers, and learn more about the dream He has for them, how to pursue it, and how it can help their family, city, and country. Don’t rush but give children plenty of time. You want to encourage them to spend as much time as necessary. Remind them that He speaks with both words and pictures.

Afterward, have children complete their shields, showing what Jesus told them. Encourage them to use both pictures and words.

### **Addition to Session 6 for apprentices**

“Draw me after you and let us run together!”

*Allow an additional 30 minutes to accommodate this extra material.*

Ask apprentices what is keeping them from pursuing their dream. Invariably someone will say, “I’m afraid I might fail.” Talk about failure and risk. Explain that you can’t pursue your dream without either one. Share a personal story from your own life of a risk you took and the failures that happened along the way. Emphasize something you learned because you failed—something you might not have learned otherwise.

Have apprentices share risks they must take to pursue their dream. Discuss ways they might fail and ways they might succeed. Is the risk worth it? What is the risk of not trying? Have apprentices write observations in their journals.

Discuss these five questions:

1. What is your dream?
2. What you need to make it happen?
3. What is your role in making your dream happen?
4. What is God’s role?
5. What you can do to prepare?

Read Isaiah 61:1-3 and explain to apprentices that God’s spirit is on them to help them fulfill their dreams and purposes.

- Identify in this passage different ways He helps you do this.
- Pick one or two ways that might help you follow your dream and explain how.

During prayer time, give apprentices permission to dream big dreams for God—and to pursue their dreams. Read the same scriptures as for younger children, and then read the five questions above, pausing between each one to give apprentices time to hear from God. Finish by reading Isaiah 61:1-3; as you read each verse, substitute your apprentices’ names (for example, “The Spirit of the Lord is upon Hailey to…”).

**Activity:** Have apprentices create a logo to illustrate their dream. They can do this in their journals, on a computer, or using whatever creative medium they’d like. They can incorporate answers to the five questions or whatever best illustrates their dream.

## Additional resources

Teaching resources from Mike Bickle on Song of Songs:

<http://mikebickle.org/resources/category/intimacy/song-of-songs/>

A Look at Love Through the Tabernacle of Moses, by Tiffany Ann Lewis

<http://www.elijahlist.com/words/html/textonly-021412-Lewis.html>