

GRATITUDE IN ACTION

Exciting days are ahead for your five-year-old! Whether or not they're about to start Kindergarten, they are feeling much more like a 'big kid' and are understanding bigger ideas by the day. This year's Birthday Faith Experience focuses on how putting gratitude in action can be a game-changer in every part of their life.

How?

Being a 'big kid' means they're ready to take on more responsibility. It's important not to just give them chores to do but help them understand the 'why' behind it. Learning to be grateful for everything God has blessed them with gives a new mindset and motivation for taking care of those things. Instead of saying, "Clean your room because I said so" you can change it to, "We are so grateful for all of these fun toys. Let's show our appreciation by putting them away so they last a long time." This concept doesn't just apply to chores but also money handling, interacting with people, keeping our bodies clean and healthy, and so much more! Follow the activities below to help your kid start thinking in this way.



Activities:

Activity 1: What I'm Grateful For

This activity will help your child be aware of all the blessings in their life!

What You Need: "What I'm Grateful For" Attached Activity Page, pencil

What to Do:

- Make a list with your five-year-old of 5 PEOPLE, 5 ITEMS and 5 THINGS TO DO they're grateful for. ('Things to Do' Examples: Going to church, playing a sport, etc.)
- For each item on your list, talk with your child about why they can be grateful for it.
- Once you've finished the activity, pray with your child telling God 'thank you' for all that's on your list.

Activity 2: Grateful for Birthday Money!

This is a great age for kids to start wrapping their heads around the concept of money, what things cost, and why being money-wise matters.

What You Need: "Grateful for Birthday Money" Attached Activity Page, Pencil

What to Do:

- As part of their birthday present, give them some money to spend however they choose and plan a special shopping trip.
- Before you go, print out the attached activity page "Grateful for Birthday Money." Fill it out together to help them see how much money they have available, what they can afford, and how much they want to save.
- The key to this activity is letting them be independent with their money while helping them understand how to use it wisely.

WHAT I'M GRATEFUL FOR

5 People:

Why I'm Grateful:

5 Items:

Why I'm Grateful:

5 Things to Do:

Why I'm Grateful:

I'm grateful for Birthday Money!

Birthday Money Total:	
Amount I want to SPEND:	
Amount I want to SAVE:	
Amount I want to GIVE:	



What I want to buy:

Cost:

Total cost of what you want to buy:

Does it stay at or under the amount you want to spend? YES or NO

If NO, then decide what to save for later. If YES, then you're ready to shop!

WHAT'S GOING ON WITH MY 5-YEAR-OLD?

PHYSICAL DEVELOPMENT

Gross Motor Movement and Coordination:

Move with enough control to perform more complex tasks. Maintain balance on a beam; climb with more agility on the jungle gym; jump from low platforms; run up to ball and kick it while maintaining balance; gallop, wiggle, and tiptoe along; throw a variety of objects overhand with increasing accuracy.

Fine Motor:

Use hands with increasing control and precision for a variety of purposes. Easily grasps hold of writing tools; shape play dough or clay into more intricate creations; experiment with scissors; continue to experiment with building and designing familiar structures with blocks.

Self Help:

Begin to perform self-help skills and follows basic health and safety rules. Use toilet independently; put on own hat and coat; wash and dry own hands with verbal prompts and support; untie shoes, button and unbutton with little or no assistance; know basic safety rules and follow them with verbal reminder; begin to look both ways before crossing the street; begin to avoid dangers such as hot stoves and sharp knives.

SOCIAL/EMOTIONAL DEVELOPMENT

Self-Concept:

Show positive self-esteem. Recognize own special interests and abilities (child announces, "I can run really fast!"); expresses pride in accomplishments.

Verbalize feelings, needs, and wants. Continue to use physical ways of expressing self when feelings are intense.

Show greater desire for independence and increased feelings of self- worth. Develop a sense of humor; can laugh at self and others when small accidents happen.

Self-Control:

Manage own behavior with increasing skill. Gain new understanding about other people's feelings to guide the way he manages his own behavior (may decide to share a toy after another child begins to cry).

Begin to demonstrate an understanding of social expectations. Cover mouth when sneezing, hold door for another child, share blocks with another child.

Cooperation:

Engage in cooperative play with other children. Can include give and take in play with others. Begin to develop more complex pretend play themes. Show increasing willingness to work out problems with peers. More willing to talk about problems and issues to work out solutions; participate in transitions and assist with routines (e.g., help other child clean up spilled water).

RELATIONAL/SPIRITUAL DEVELOPMENT

They ask the big questions that have puzzled people from the beginning of time. And they ask one question after another, often following our best answers with an innocent, but frustrating "Why?" To make things even more challenging, they expect simple, clear answers to their short, but deeply profound questions. They think about God in very literal, physical terms, and it frustrates them to receive abstract, "spiritual" answers. Give the shortest, correct answer possible. Then ask if the answer was helpful or if they want to know more. Avoid the temptation to explain all the facets of the issue the child has raised. When it's simply not possible to give a simple answer, point out that God is so great there is much about him that no one really understands. Then state one or two essential truths about God that we do know for sure.