

***Calvary Chapel San Bernardino
Children's Ministry***

TEACHER TRAINING SYLLABUS

***Prepared by John Deming,
Children's Ministry Pastor, Calvary Chapel San Bernardino***

***How then shall they call on Him in whom they have not believed?
And how shall they believe in Him of whom they have not heard?
And how shall they hear without a preacher?
Romans 10:14***

TABLE OF CONTENTS

1. Purpose/Vision of Children's Ministry

- Our Vision for Children's Ministry
- A Few Thoughts on Teaching Children
- Priorities - Why Are You Here?
- Commitment
- Priorities and Personal Responsibilities
- Willingness

2. How to Prepare a Lesson

- Teaching Guidelines (1st thru 4th Grades)
- Teaching Guidelines (5th & 6th Grades)
- Sample Lesson Plan
- Curriculum
- Sunday School Lesson Preparation
- Introduction to the Inductive Bible Study Method
- Session Planning
- One Example of a Possible Class Structure

3. Storytelling

- Pointers For Storytelling
- Using Drama In Your Story!
- Self-Evaluation
- Had A Bad Week?
- Quick Suggestions For Panicked Teachers!
- Using The Bible Study Page From The Curriculum
- Calvary Chapel's Children's Bible Study Support Curriculum
- Using The Curriculum As A Game
- Curriculum Example
- Interesting Thoughts On Teaching With Visual Aids
- Use Of Visual Aids
- Projected Visual Aids
- Learning By Seeing
- Resource Materials
- Resources

4. Sharing The Gospel To Children

- Plans For Presenting Salvation
- Leading A Child To Christ
- Policies
- Teaching Responsibilities
- Duties Of A Helper
- Safety Policy

5. Class Discipline In The Sunday School

- Discipline In The Classroom
- The Importance And Administration Of Discipline
- Steps To Discipline
- Prevention - It's The Best Medicine!
- Quick Solutions To Common Problems
- Inappropriate Actions By Children's Ministry Staff
- A Word On Parents And Discipline
- Classroom Use Guidelines
- Up-Stairs Classes
- Sensitive Topics
- YES Ministry Overseer's Responsibilities
- YES! Member Service Evaluation

Our Vision for Children's Ministry

"Therefore, my beloved brethren, be ye steadfast, unmovable, always abounding in the work of the Lord, forasmuch as ye know that your labour is not in vain in the Lord."

1 Corinthians 15:58

Our vision for Children's Ministry at Calvary Chapel of San Bernardino is to minister to the heart of each child, in support of the home, and to instill God's word into the heart and mind of each of our youth. In so doing, we're each called to be a loving, dedicated, and self-sacrificing vessel which the Lord may use. This often calls for self-evaluation, as we must be accountable to God's word in our own lives, before we can be a Godly example in the lives of others

"And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; For the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ."

Ephesians 4:11-12

To be effective we need to always be available to meet the children's needs for counsel, friendship, encouragement, and coaching in their Christian walk. We must make every attempt to know our kids thoroughly. Knowing their age/grade characteristics and developmental stages is important information to the teacher in providing the appropriate lesson plan and keeping good discipline in the classroom. We should also concern ourselves with their needs at home, how their doing at school, what their parents are like . . . Saved? Unsaved? . . . etc. In short, we must make ourselves experts at knowing how to affect these young lives entrusted to our care.

Also we're tasked with providing quality care for the little ones, and a quality classroom environment to enhance their opportunity to hear God's word, as well as afford their parents the occasion to attend services in the sanctuary, unhampered by child care responsibilities. The quality of care we give must be an example of Godliness and order in the home.

"And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus."

2 Timothy 3:15

A Few Thoughts On Teaching Children

By Charles Haddon Spurgeon

Our Lord Jesus Christ evidently felt deep sympathy with children, and he is but little like Christ who looks upon them as a trouble in the world, and treats them as if they must needs be either little deceivers or foolish simpletons. To you who teach in our schools is given this joyous privilege of finding out where these young disciples who are truly the lambs of Christ's flock, and to you He said, "Feed my lambs"; that is, instruct such as are truly gracious, but young in years.

Children mainly need to be taught the doctrine, precept, and life of the gospel: they require to have Divine truth put before them clearly and forcibly. It is our Christian duty to make doctrine simple; this is to be a main part of our work. Teach the little ones the whole truth and nothing but the truth; for instruction is the great want of the child's nature.

The only way to keep chaff out of the child's little measure is to fill it brimful with good wheat.

Train up a child, and he may have fifty years of holy service before him. We are glad to welcome those who come into the vineyard at the eleventh hour, but they have hardly taken their pruning-hook and their spade before the sun goes down, and their short day's work is ended. O dear teachers - and I speak here to myself also - let our teaching be more and more Scriptural! Fret not if our classes forget what we say, but pray them to remember what the Lord says. Be sure, whatever you leave out, that you teach the children the three R's - Ruin, Redemption, and Regeneration. Tell the children they are ruined by the Fall, and that there is salvation for them only by being redeemed by the blood of Jesus Christ, and regenerated by the Holy Spirit.

God forgive those who despise the little ones! Will you be very angry if I say that a boy is more worth saving than a man? It is infinite mercy on God's part to save those who are seventy; for what good can they now do with the end of their lives? When we get to be fifty or sixty, we are almost worn out; and if we have spent all our early days with the devil, what remains for God? But these dear boys and girls - there is something to be made out of them. They are the world's future. The past has been and we cannot alter it; even the present is gone while we gaze on it; but our hope lies in the future; therefore, leave room for the children, room for the boys and girls!

When the Lord calls a man to work, He gives him the preparation necessary for it. Get near to Jesus. An hour's communion with Jesus is the best preparation for teaching either the young or the old. So in the case of many faithful teachers of young children; you hear but little about him, yet he is doing grand work for which future ages will call him blessed. His Master knows all about him, and we shall hear of him in that day; perhaps not till then. Good teachers of the young look after them all the days of the week as they have opportunity, and they are careful about their souls with prayer and holy example when they are not teaching them by word of mouth. The shepherdry of lambs is daily, hourly work. Go and catch the children. There is no law against it; all is fair in war against the devil. So my first instruction is, get the children, and get them any how that you can.

He who teaches a class in a Sabbath-school has earned a good degree. I had rather receive the title of S.S.T. than M.A., B.A., or any other honour that ever was conferred by men. Let me beg you, then, to take heart, because your duties are so honourable. Let the royal example of David, let the Godlike example of Jesus Christ inspire you with fresh diligence and increasing ardour, with confident and enduring perseverance, still to go on in your blessed word, saying as David did, "Come ye children, hearken unto me: I will teach you the fear of the Lord."

Priorities

*And thou shalt love the LORD thy God with all thine heart,
and with all thy soul, and with all thy might."*

Deuteronomy 6:5

WHY ARE YOU HERE?

WHAT MOTIVATES YOU?

- Guilt? Someone has to do it! The Children's Pastor was looking for a warm body to stick in the class.
- I want to pitch in
- Recognition? Feel important? Want to meet people?
- Ephesians 4:12 says, Equip the saints, to prepare God's kids for the works of the Ministry.

IS YOUR TEACHING CHANGING LIVES?

- Are your kids retaining information? Or are their lives being impacted or changing?
- What do you do during class time? Cover material? Read the Scriptures? Or motivate learning.
- Do you have a passion for the lesson?

IS YOUR LIFE CHANGING?

- Are you satisfied with where you're at? Are you still growing? Are you hiding out in Sunday School?
- Read Philippians 3:12. Paul never considered himself to have arrived, but continued to press on to take hold of that for which Christ Jesus took hold of him.
- Peter encourages us to Grow in the Grace and Knowledge of our Lord Jesus Christ. II Peter 3:18
- Are you involved in a home study? Do you read your Bible daily? Do you attend each service?

"A student is not above his teacher, but everyone who is fully trained will be like his teacher." Luke 6:40

- How will they end up when they're like you? Who is your teacher? What/who do you allow to influence you? TV? Books? **Read Galatians 6:7-8. HOLD UP YOUR PASTORS ARMS** (Exodus 17:12)
- The reason we're here is that the Pastor can't do all the work himself. Support the vision of your Pastor. Pray for the work of your church. · Keep the Children's pastor informed, but don't burden him with verbal information. Write problems down and hand it to him.

WHOM ARE YOU SERVING? Your Pastor? Children's Pastor? The Families at Church? Or God?

- How should we then act? (2 Peter 3:11) Timeliness?
- What are you willing to do? How far will you go? Can you really deny yourself? (Matthew 16:24)
- Be submissive and humble!

ARE THERE STANDARDS?

- Who's? Why are they there? Do you agree with them? Does that matter?

No matter how it makes you feel, if you want to minister to others, ask God first of all to minister to you. He wants to work through you - but He can't until He works in you. He'll use you as His instrument, but He wants to sharpen and cleanse that instrument so it becomes a more effective tool in His hands.

Howard Hendricks

Commitment

The first of the firstfruits of thy land thou shalt bring into the house of the LORD thy God."

Exodus 23:19

FIRST FRUITS

When God's people came to sacrifice a sin offering before the Lord, they didn't bring old, tired, wounded, crippled lambs. No, they were instructed to sacrifice from their firstfruits. As in Exodus 12:5:

Your lamb shall be without blemish, a male of the first year; ye shall take it out from the sheep, or from the goats."

Also, look at the account of King David's desire to serve God in building an Altar in 2 Samuel 24:18-25. A man named Araunah wanted to give his threshing floor to the King, he also wanted to donate the oxen for the sacrifice. King David's Reply:

But the king said to Araunah, "No, but I will buy them from you for a price; I will not offer burnt offerings to the Lord my God that cost me nothing."

2 Samuel 24:24

Can we serve on His terms and not our own? Is there a cost? Or are we serving in our spare time? Or even, "I can serve on this evening's service, so long as there's nothing good on TV . . ."

Look at the story of the Widow's Mite:

"He sat down opposite the treasury, and watched the crowd putting money into the treasury. Many rich people put in large sums. A poor widow came and put in two small copper coins, which are worth a penny. Then he called his disciples and said to them, "Truly I tell you, this poor widow has put in more than all those who are contributing to the treasury. For all of them have contributed out of their abundance; but she out of her poverty has put in everything she had, all she had to live on."

Mark 12:41-44

Sadly, many in our ranks of volunteer servants want to give to God, but only of our leftovers.

Another problem frequently experienced is over commitment. How many times has the Children's Ministry leadership heard:

"Say, can you send a replacement to my class today? I have to sell donuts on the Coffee Cart this morning . . ."

"Say, can you send a replacement to my class today? I'm going to Mexico on the missions team this weekend."

or, "Say, can you send a replacement to my class today? The Super-Bowl game is on TV . . ."

On Monday morning are we committed to go to work? Further, are we on time? - How about Sunday School? "Well" you say, "Wait just a Minute! This is just volunteer work! I mean, I've got a family to feed!" In light of Colossians 3:17 & 23 can we do it "Heartily as unto the Lord" at work, and take the easy way out in our Volunteer work to God?

Read Philippians 2:3-4

Bring your BEST to God, and not your leftovers . . . He gave His best for us!

PRIORITIES AND PERSONAL RESPONSIBILITIES

PRIORITIES: Your priorities should be God, Family, and the Church:

GOD: Your spiritual relationship with the Lord should be the highest priority in your life! Your walk and fellowship with the Lord must be strong, intimate and consistent. In order to feed or serve others you, yourself need to be fed. If you are not being fed and edified, how can you feed and edify others? How can you administer God's word effectively and thoroughly? It is required of each person in the Church leadership to attend at least one service per week and encourage and additional bible study at a home fellowship, or a night service. Remember, **STAY IN THE WORD!**

"And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might."

Deuteronomy 6:5

FAMILY: Are you ministering to your family at home? Are you attending church as a family? Time with your own children and spouse are vital! Are you in the word with your Spouse? Do you pray with your family? If you are placing your time at church above the time with your family you need to re-prioritize your agenda. If your family relationships deteriorate so will your time as a leader! Keep your house in order, full of love AND the Holy Spirit.

"For if a man know not how to rule his own house, how shall he take care of the church of God?"

1 Timothy 3:5

CHURCH: Are you qualified for ministry? Are your priorities straight? As a children's minister, you are an example to the children (and teachers) of **HOW WE ARE TO BE AS BELIEVERS**. We are representatives of Jesus Christ. Your roll as a leader does not begin and end when you enter the church. You need to be aware of your conduct, conversation and countenance at ALL times. As Christians this should naturally follow. But even more so now as a leader in the ministry; you need to examine your life. Are there any gray areas of compromise that need to be resolved? It's time to clean out your closets (spiritually speaking).

"But as he which hath called you is holy, so be ye holy in all manner of conversation."

1 Peter 1:15

Furthermore, you never know where you will bump into one of your teachers, students, or their parents. It could be at the bank, the market, the video store, the mall. How is your composure? Your conversation? Remember, a student may be too shy to come up to you outside of church and say "Hi". You may be observed, yet not approached. In ALL SITUATIONS, a good rule to follow is . . .

- * **DO NOTHING** you would not like to be doing when Jesus comes,
- * **GO NOWHERE** you wouldn't like to be found when Jesus comes,
- * **SAY NOTHING** you wouldn't like to be saying when Jesus comes!

WILLINGNESS

"For a day in thy courts is better than a thousand. I had rather be a doorkeeper in the house of my God, than to dwell in the tents of wickedness."

Psalm 84:10

How does it make you feel when someone unknown to you treats you like a servant? You know! Asks you to clean up a spill, or even worse - there's been a dog on the premises! Maybe some kid's thrown up on the foyer on his way to the bathroom. Some Knucklehead left their lights on during Church, and on a rainy day at that!

Ministry is service. It is laying down your life for others. Read Philippians 2:3-8. Jesus took no reputation for Himself. Take the place of the slave, the servant of all. Open your eyes, look for things to do! Don't wait to be asked. Look for ways to help out the Pastor, Staff, and the Congregation.

"If a brother or sister be naked, and destitute of daily food, and one of you say unto them, Depart in peace, be ye warmed and filled; notwithstanding ye give them not those things which are needful to the body; what doth it profit?"

James 2:15-16

Wherever. Whatever. Whenever. If your commitment is to be an assistant in the Children's Ministry, there should be absolutely no job too small. You do however, want to be useful in the ministry God has called you to. You are of little help to the ministry if you're out selling donuts on the coffee cart. BE THERE!

Also, your Pastor or Children's Ministry Pastor doesn't have time to direct your every step. Often times things take longer when working with the best of volunteer servants, because they need to be shown the task, the methods, and be double checked to ensure correctness. Being an assistant carries some responsibilities. Keeping the Vision of the Children's Ministry Pastor and Senior Pastor in mind, stick your neck out, make some decisions on your own, in support of the work, and be ready to stand by the consequences. If you've worked under someone for a period of years, then you know how they would make these decisions. We're not going to stand under God's wrath for doing our best.

"But Moses' hands were heavy; and they took a stone, and put it under him . . . and Aaron and Hur stayed up his hands, the one on the one side, and the other on the other side; and his hands were steady until the going down of the sun."

Exodus 17:12

Stand beside, in support of your Pastor, and hold his arms up. Be creative! Look for the things that need to be done and do them without being told. Put yourself in the place of the members of the congregation, and ask yourself what would make you most comfortable if you were them. If you were a junior high kid, what

would bless you and make you feel at home? If you were a toddler in the nursery, what would you need? Put yourself in the place of every kind of person that comes to the church, ask God to show you what they need and want, then, meet the need if you possibly can.

Don't wait for Billy Graham to call for a sub, look for ways to serve, and do it all.

Teaching Guidelines

(1st thru 4th Grades)

INTERMEDIATE EXPOSITIONAL TEACHING/ (Storytelling) 1st thru 4th Grades

Calvary Chapel's First thru Fourth grade kids are ready for *Introductory* expositional teaching. Teaching in these age groups should balance between **intermediate** exposition of Scripture, and storytelling. Depending on the teachers vibrancy for Storytelling, it will often be a chore for even 3rd and 4th graders to sit through Expositional teaching. Often Visuals work best for these age groups. The teachers Study time and study habits should always be consistent because, as a rule of thumb, "in order to teach Sunday School, the teacher must know TEN TIMES the material that he/she can teach." - Chuck Smith.

Exposition

- a. A setting forth of meaning or intent.
- b. A statement of rhetorical discourse intended to give information about or an explanation of difficult material.
- c. The art or technique of composing such discourses.

Students are ready for exposure to Bible Doctrines. These doctrines have in fact been taught to our children, but have never been introduced as such, they include the Doctrines of:

God, Jesus Christ, Holy Spirit, Man, **Salvation-** *Including Repentance, Faith, Regeneration, Justification, Adoption, Sanctification, Prayer;* Church, Scriptures, Angels, Satan, **Last things-** *Includes the Second Coming, the Resurrection, the Judgment, the Destiny of the Wicked, the Reward of the Righteous... etc.*

All of our teaching should, however, be done **systematically-** i.e. Chapter and Verse, and thereby approaching each of these doctrines contextually, or in the sequence they occur, as opposed to teaching "Topically". These doctrines can seem dry or laborious if taught topically, additionally students will not be benefiting from the "Whole Counsel of God," (Acts 20:27).

See Nehemiah 8:8,

So they read distinctly from the book, in the Law of God; and they gave the sense, and helped them to understand the reading. (Ne. 8:8).

And Acts 8:30-35,

So Philip ran to him, and heard him reading the prophet Isaiah, and said, "Do you understand what you are reading?" And he said, "How can I, unless someone guides me?" And he asked Philip to come up and sit with him. The place in the Scripture which he read

was this: "He was led as a sheep to the slaughter; And as a lamb before its shearer is silent, So He opened not His mouth. In His humiliation His justice was taken away, And who will declare His generation? For His life is taken from the earth." So the eunuch answered Philip and said, "I ask you, of whom does the prophet say this, of himself or of some other man?" Then Philip opened his mouth, and beginning at this Scripture, preached Jesus to him. (Acts 8:30-35)

And Acts 17:2-3,

Then Paul, as his custom was, went in to them, and for three Sabbaths reasoned with them from the Scriptures, explaining and demonstrating that the Christ had to suffer and rise again from the dead, and saying, "This Jesus whom I preach to you is the Christ." (Acts 17:2-3)

And Acts 28:23,

So when they had appointed him a day, many came to him at his lodging, to whom he explained and solemnly testified of the kingdom of God, persuading them concerning Jesus from both the Law of Moses and the Prophets, from morning till evening. (Acts 28:23)

LESSON PLANNING

The *Lesson Planning* section of your *Children's Ministry Manual* contains different study methods and techniques that will assist you in teaching the "Whole Counsel of God." Highlights of these lesson planning helps include:

Introduction to the Inductive Bible Study Method.....Page 31
Sunday School Lesson Preparation.....Page 32

As well as Story/lesson delivery techniques, including:

Pointers for Storytelling.....Page 36
Using Drama in your Story.....Page 37

A prepared Sunday School Teacher in this age group should know the balance between reading methodically through a text and finding the Storytelling and visual aids to meet the interest of the age/grade and maturity level of the class. The best points to emphasize are obviously the ones that the Holy Spirit has put excitement or fervor on your heart, and application points should be how these truths affect your life and possibly how they can affect the lives of your students. Given the proper study time, and knowing the direction your story will be taking, will give you exciting lesson plans. Never just read to them, but emphasize the applications of your text through the various visual aids and storytelling techniques found on pages 36 & 37 of your *Children's Ministry Manual*. **Important!** Stay the course! Don't be discouraged! Plod along, and for the sake of the kids...

"Whatever you do, don't bore people with the Word of God." - Howard Hendricks

Due to our desire for steadfastness to continue in the Word "line upon line, precept upon precept" some of your teaching will inevitably seem dry with the lists and genealogies etc., but **STICK WITH IT!** Be Ye Faithful!! Instead of an intense word study on each multi-syllable name found in the text, a whole group or list of names can be gone over in seconds, with an explanation of what these guys did at the end of the list. (Thereby skipping the list completely and moving on to where the storyline starts flowing once again.)

"Simply teach the word Simply," - Chuck Smith

RESOURCES

Looking over the Sunday School Lesson Preparation on page 32 of your *Children's Ministry Manual* can prove helpful in getting ideas and sources for study. The following is another list of possible resources, most of which are available to you in our bookstore:

- * *Halley's Bible Handbook* - Halley
- * *New Testament Survey* - Gromacki
- * *The Bible Knowledge Commentary* - Walvoord & Zuck
- * *Talk through the Bible* - Wilkerson
- * *With the Word* - Wiersbe
- * *What the Bible is All About* - Mears
- * *Any of the "Be" Series Commentaries* - Wiersbe
- * *Any of the Thru the Bible Commentary Series* - J. Vernon McGee
- * *Pastor John Millers Tape Series on any book of the Bible*
- * *Calvary Chapel Support Curriculum*
- * *Abeka's Flash-A-Card Series* - Visual Aids

Again, putting in a few hours a week is a *must* for success in your Sunday School Class. This can be easily done in one half hour per day.

TRACKING/CURRICULUM

A suggested lesson tracking schedule has been provided for your convenience. Purposely left out on this Curriculum tracking course is the calendar dates. The purpose of this omission is so that the teacher may have the liberty to go faster or slower than the suggested track of study and therefore allow the class to proceed at the Holy Spirit's pace.

Also Teachers have the liberty to go off track, (again by the leading of the Holy Spirit) into a book of their choosing. The Children's Ministry office is always available for consultation as to where to go, how to proceed, using which resources, etc. The only requirement for *Independent Study* is the approval of the Children's Ministry office, and periodic check-in, (the **first Monday** of every month) for assessment of needs, for encouragement, etc.

KNOWING YOUR KIDS

The *Know Your Kids* section of your *Children's Ministry Manual* contains vital information on where your kids are both Physically and Spiritually, in order to help you become the expert that God wants ministering to your age group. Exploring the *Know Your Kids* section of your *Children's Ministry Manual* for intricacies of the age group that you're teaching can be extremely helpful in addressing your class. Lastly, the kids need to know that you firmly and passionately believe what you are teaching.

Teaching Guidelines

(5th & 6th Grades)

INTERMEDIATE EXPOSITIONAL TEACHING (5th & 6th Grades)

Calvary Chapel's First thru Fourth grade kids are ready for expositional teaching. Teaching in this age group should be moderate exposition of Scripture.

Exposition

- a. A setting forth of meaning or intent.
- b. A statement of rhetorical discourse intended to give information about or an explanation of difficult material.
- c. The art or technique of composing such discourses.

Students are ready for exposure to Bible Doctrines. These doctrines have in fact been taught to our children, but have never been introduced as such, they include the Doctrines of:

God, Jesus Christ, Holy Spirit, Man, **Salvation-** *Including Repentance, Faith, Regeneration, Justification, Adoption, Sanctification, Prayer;* Church, Scriptures, Angels, Satan, **Last things-** *Includes the Second Coming, the Resurrection, the Judgment, the Destiny of the Wicked, the Reward of the Righteous...* etc.

All of our teaching should, however, be done **systematically-** i.e. Chapter and Verse, and thereby approaching each of these doctrines contextually, or in the sequence they occur, as opposed to teaching "Topically". These doctrines can seem dry or laborious if taught topically, additionally students will not be benefiting from the "Whole Counsel of God," (Acts 20:27).

See Nehemiah 8:8,

So they read distinctly from the book, in the Law of God; and they gave the sense, and helped them to understand the reading. (Nehemiah. 8:8).

And Acts 8:30-35,

So Philip ran to him, and heard him reading the prophet Isaiah, and said, "Do you understand what you are reading?" And he said, "How can I, unless someone guides me?" And he asked Philip to come up and sit with him. The place in the Scripture which he read was this: "He was led as a sheep to the slaughter; And as a lamb before its shearer is silent, So He opened not His mouth. In His humiliation His justice was taken away, And who will declare His generation? For His life is taken from the earth." So the eunuch answered Philip and said, "I ask you, of whom does the prophet say this, of himself or of some other man?" Then Philip opened his

*mouth, and beginning at this Scripture, preached Jesus to him.
(Acts 8:30-35)*

And Acts 17:2-3,

*Then Paul, as his custom was, went in to them, and for three Sabbaths reasoned with them from the Scriptures, explaining and demonstrating that the Christ had to suffer and rise again from the dead, and saying, "This Jesus whom I preach to you is the Christ."
(Acts 17:2-3)*

And Acts 28:23,

So when they had appointed him a day, many came to him at his lodging, to whom he explained and solemnly testified of the kingdom of God, persuading them concerning Jesus from both the Law of Moses and the Prophets, from morning till evening. (Acts 28:23)

LESSON PLANNING

The *Lesson Planning* section of your *Children's Ministry Manual* contains different study methods and techniques that will assist you in teaching the "Whole Counsel of God." Highlights of these lesson planning helps include:

Introduction to the Inductive Bible Study Method.....Page 31
Sunday School Lesson Preparation.....Page 32

As well as Story/lesson delivery techniques, including:

Pointers for Storytelling.....Page 36
Using Drama in your Story.....Page 37

A prepared Sunday School Teacher in this age group should know the balance between reading methodically through a text and finding the Storytelling and visual aids to meet the interest of the age/grade and maturity level of the class. The best points to emphasize are obviously the ones that the Holy Spirit has put excitement or fervor on your heart, and application points should be how these truths affect your life and possibly how they can affect the lives of your students. Given the proper study time, analysis of a text can be a very simple process. Quite simply put, by letting the Lord teach, using His Word, and the "teacher" just staying out of His way and being a facilitator, explaining what God has put on the page, will give you exciting lesson plans. ***Important!*** Stay the course! Don't be discouraged! Plod along, and for the sake of the kids...

"Whatever you do, don't bore people with the Word of God." - Howard Hendricks

Due to our desire for steadfastness to continue in the Word "line upon line, precept upon precept" some of your teaching will inevitably seem dry with the lists and genealogies etc., but **STICK WITH IT!** Be Ye Faithful!! Sometimes an explanation to the kids of the importance of God's Word and the fact that His Word is full of Nuggets of wisdom and will never return void is needed. Be patient and wrap up that day with board games or craft or . . .? Often times instead of an intense word study on each multi-syllable name found in the text, a whole group

or list of names can be gone over in seconds, with an explanation of what these guys did at the end of the list. (Thereby skipping the list completely and moving on to where the storyline starts flowing once again.)

"Simply teach the word Simply," - Chuck Smith

RESOURCES

Looking over the Sunday School Lesson Preparation on page 32 of your *Children's Ministry Manual* can prove helpful in getting ideas and sources for study. The following is another list of possible resources, most of which are available to you in our bookstore:

- * *Halley's Bible Handbook* - Halley
- * *New Testament Survey* - Gromacki
- * *The Bible Knowledge Commentary* - Walvoord & Zuck
- * *Talk through the Bible* - Wilkerson
- * *With the Word* - Wiersbe
- * *What the Bible is All About* - Mears
- * *Any of the "Be" Series Commentaries* - Wiersbe
- * *Any of the Thru the Bible Commentary Series* - J. Vernon McGee
- * *Pastor John Millers Tape Series on any book of the Bible*
- * *Calvary Chapel Support Curriculum*
- * *Abeka's Flash-A-Card Series* - Visual Aids

Again, putting in a few hours a week is a *must* for success in your Sunday School Class. This can be easily done in one half hour per day.

TRACKING/CURRICULUM

A suggested lesson tracking schedule has been provided for your convenience. Purposely left out on this Curriculum tracking course is the calendar dates. The purpose of this omission is so that the teacher may have the liberty to go faster or slower than the suggested track of study and therefore allow the class to proceed at the Holy Spirit's pace.

Also Teachers have the liberty to go off track, (again by the leading of the Holy Spirit) into a book of their choosing. The Children's Ministry office is always available for consultation as to where to go, how to proceed, using which resources, etc. The only requirement for *Independent Study* is the approval of the Children's Ministry office, and periodic check-in, (the **first Monday** of every month) for assessment of needs, for encouragement, etc.

KNOWING YOUR KIDS

The *Know Your Kids* section of your *Children's Ministry Manual* contains vital information on where your kids are both Physically and Spiritually, in order to help you become the expert that God wants ministering to your age group. Exploring the *Know Your Kids*

section of your *Children's Ministry Manual* for intricacies of the age group that you're teaching can be extremely helpful in addressing your class. Lastly, the kids need to know that you firmly and passionately believe what you are teaching.

SAMPLE LESSON PLAN

THE GOSPEL OF JOHN

Chapter One (Suggested Pace: 1-2 Weeks)

Highlights: The Deity of Christ - vs. 1-2, 14; Introduction of John the Baptist - vs. 6-8; Receiving Christ - vs. 12-13; The Incarnation of Christ - vs. 14-18; John's Proclamation of the Lamb of God - vs. 29-34; First Disciples - vs. 35-51.

Memory Verse(s): *In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God ... And the Word became flesh, and tabernacled among us. And we beheld His glory, the glory as of the only begotten of the father, full of grace and of truth. (John 1:1-2,14)*

AND/OR

But as many as received him, to them gave He power to become the sons of God, even to them that believe on His name. (John 1:12)

AND/OR

The next day John sees Jesus coming to him and says, Behold the lamb of God who takes away the sin of the world! (John 1:29)

Chapter Two (1 Week)

Highlights: The First Miracle at Cana - vs. 1-10; Christ cleanses the Temple - vs. 13-25

Memory Verse: *His mother said to the servants, Whatever He says to you, do it. (John 2:5)*

OR

And He said to those who sold doves, take these things away from here. Do not make My Father's house a house of merchandise. (John 2:16)

Chapter Three (1 Week)

Highlights: Christ's Witness to Nicodemus - vs. 1-21; John the Baptist's Witness - vs. 22-36

Memory Verse(s): *Jesus answered and said to him, Truly, truly, I say to you, unless a man is born again, he cannot see the kingdom of God. (John 3:3)*

OR

For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life. For God did not send his Son into the world to condemn the world, but so that the world might be saved through Him. (John 3:16-17)

Chapter Four (1-2 Weeks)

Highlights: The Woman at the Well - vs. 1-26; Christ's Witness to the Disciples - vs. 27-38; Christ Heals the Nobleman's Son - vs. 46-54

Memory Verse(s): *The woman said to Him, I know that Messiah is coming, who is called Christ. When He has come, He will tell us all things. Jesus said to her, I AM He speaking to you.* (John 4:25-26)

AND/OR

So the father knew that it was at the same hour in which Jesus said to him, your son lives. And he believed, and his whole house. (John 4:53)

Chapter Five (1 Week)

Highlights: Christ Heals on the Sabbath - vs. 1-16; Jesus Claims Equality with God in Nature, Power, and Authority - vs. 17-30; Witness of His equality - vs. 31-47

Memory Verse: *Truly, truly, I say to you, he who hears My word and believes on Him who sent Me has everlasting life and shall not come into condemnation, but has passed from death to life.* (John 5:24)

Chapter Six (1-2 Weeks)

Highlights: Christ Feeds the 5,000 - vs. 1-14; Jesus Walks on water - vs. 15-21; Bread of Life - vs. 22-59; Rejection by many Followers - vs. 60-71

Memory Verse(s): *Then seeing the miracle that Jesus did, those men said, this is truly the Prophet, the One coming into the world.* (John 6:14)

AND/OR

And Jesus said to them, I am the bread of life, he who comes to Me shall never hunger, and he who believes on Me shall never thirst. (John 6:35)

Chapter Seven (1 Week)

Highlights: Christ's Brothers do not believe - vs. 1-13; Christ Reveals the Living Water - v.37-39

Memory Verse: *And in the last day of the great feast, Jesus stood and cried out, saying, if anyone thirsts, let him come to Me and drink. He who believes on Me, as the Scripture has said, "Out of his belly flow rivers of living water."* (John 7:37-38)

Chapter Eight (1-2 Weeks)

Highlights: Woman Caught in Adultery - vs. 1-11; I AM the Light of the World - vs. 12-59

Memory Verse(s): *But as they continued to ask Him, He lifted Himself up and said to them, He who is without sin among you, let him cast the first stone at her.* (John 8:7)

AND/OR

The Jesus said to the Jews who believed on Him, if you continue in My word, you are My disciples indeed. (John 8:31)

Chapter Nine (1 Week)

Highlights: Christ Heals the Blind Man - vs. 1-41

Memory Verse: *Do you believe on the Son of God? And he answered and said, who is He, Lord, that I might believe on Him? And Jesus said to him, you have both seen Him, and it is He who is speaking with you. And he said, Lord, I believe. (John 9:35b-38a)*

Chapter Ten (1 Week)

Highlights: I AM the Good Shepherd - vs. 1-21; Opposition at the Feast - vs. 22-42

Memory Verse: *My sheep hear My voice, and I know them, and they follow Me. And I give to them eternal life, and they shall never ever perish, and not anyone shall pluck them out of My hand. (John 10:27-28)*

Chapter Eleven (1 Week)

Highlights: Christ Raises Lazarus - vs. 1-44; Pharisees Plot to Kill Jesus - vs. 45-57

Memory Verse: *Jesus said to her, I AM the Resurrection and the Life! he who believes in Me, though he die, yet he shall live. (John 11:25)*

Chapter Twelve (1-2 Weeks)

Highlights: Mary Anoints Christ - vs. 1-11; Triumphal Entry - vs. 12-22; The Messiah Teaches - vs. 23-50

Memory Verse(s): *Then Jesus said, Let her alone. She has kept this for the day of My burial. For you have the poor with you always; but you do not always have Me. (John 12:7-8)*

AND/OR

Hosanna! "Blessed is the King of Israel who comes in the name of the Lord!" (John 12:13b)

AND/OR

And My soul is troubled, and what shall I say? father, save Me from this hour? But for this cause I came to this hour. (John 12:27)

Chapter Thirteen (1 Week)

Highlights: Christ Washes His Disciples Feet - vs. 1-20; Christ Announces Judas' Betrayal - vs. 21-30; Christ Foretells Peter's Denial - vs. 31-38

Memory Verse(s): *You call Me the Teacher, and Lord, and you say well, for I AM. If then I, the Lord and the Teacher, have washed your feet, you also ought to wash one another's feet. (John 13:13-14)*

AND/OR

By this all shall know that you are My disciples, if you have love toward one another. (John 13:35)

Chapter Fourteen (1 Week)

Highlights: Christ Comforts His Disciples - vs. 1-31

Memory Verse: *Jesus said to him, I am the way, the Truth, and the Life; no one comes to the Father but by Me. (John 14:6)*

Chapter Fifteen (1 Week)

Highlights: I AM the Vine - vs. 1-11; relationships of Believers to each Other and to the World - vs. 12-25; The Promise of the Holy Spirit - vs. 26-27

Memory Verse: *I am the Vine, you are the branches. He who abides in Me, and I in him, the same brings forth much fruit; for without Me you can do nothing. (John 15:5)*

Chapter Sixteen (1 Week)

Highlights: Persecution Foretold - vs. 1-15; Predictions of Christ's Death - vs. 16-33

Memory Verse: *I have spoken these things to you so that you might have peace in Me. In the world you shall have tribulation, but be of good cheer, I have overcome the world. (John 16:33)*

Chapter Seventeen (1 Week)

Highlights: Christ Prays for Himself - vs. 1-5; Christ Prays for His Disciples - vs. 6-19; Christ Prays for All Believers - vs 20-26

Memory Verse: *And I made known to them Your name, and will make it known, so that the love with which You have loved Me may be in them, and I in them. (John 17:26)*

Chapter Eighteen (1 Week)

Highlights: Christ's Arrest - vs. 1-11; Trial Before Annas & Caiaphas - vs. 19-37; Trials Before Pilate - vs. 28-40

Memory Verse: *Pilate then said to Him, are you a king then? Jesus answered, You say it that I am a king. To this end I was born, and for this cause I came into the world, that I should bear witness to the truth. Everyone who is of truth hears My voice. (John 18:37)*

Chapter Nineteen (1-2 Weeks)

Highlights: Christ Condemned and Crucified - vs. 1-18; Christ on the Cross - vs. 19-37; The Burial of Jesus - vs. 38-42

Memory Verse(s): *And the soldiers plaited a crown of thorns and put it on His head. and they put a purple robe on Him, and said, Hail, King of the Jews! And they struck Him with their hands. (John 19:2-3)*

AND/OR

Then when Jesus had received the sour wine, He said, It is finished! And He bowed His head and gave up the spirit. (John 19:30)

Chapter Twenty (1 Week)

Highlights: The Resurrection of Christ - vs. 1-30

Memory Verse: *And Thomas answered and said to Him, My Lord and my God! Jesus said to him, Thomas, because you have seen Me you have believed. Blessed are they who have not seen and have believed. (John 20:28-29)*

Chapter Twenty-One (1 Week)

Highlights: Christ Appears to the Disciples/Restores Peter - vs. 1-25

Memory Verse: *And there are also many things, whatever Jesus did, which, if they should be written singly, I suppose the world itself could not contain the books that would be written. Amen. (John 21:25)*

Curriculum

Experience has taught us that using a marketed curriculum, (i.e. David C. Cook) has been dry and constrained. We need to teach the fresh and pure Word of God to our children. Therefore it is our first desire to present God's word in an applicable way to each child's own age group. The BIBLE is our ONLY curriculum!

Curriculum Tracks Available

PRESCHOOL

- Preschool Calendar
- Betty Luken Felt Index
- ABEKA Bible Curriculum
- Read with Me Bible (Purple)
- Hosanna Bible (Red)
- The Beginners Bible (White)
- Read Aloud Bible Stories (Vol. 1-4)

READERS

- Calvary Chapel Curriculum Support
- Bible Stories By Categories
- Betty Lukens Felt Index
- ABEKA Bible Curriculum
- Children's Ministry Resources Bible
- Talk Thru the Bible (Wilkinson)
- New Testament Survey (Gromacki)

Sunday School Lesson Preparation

A practice-proven method of spiritual preparation for the conscientious Sunday School teacher that will result in young lives being saved and filled with love and knowledge of Jesus Christ. Time requirements are approximately 30 minutes each day. It is recommended that your Sunday School material preparation time and your daily Bible reading time would be combined, as it would give the teacher a working knowledge for the material. It will also add fire to your lesson delivery having first hand experience with the Holy Spirit revelation in your own heart on the given passage.

MONDAY

First Step: Pray and ask direction from God. Open, Curriculum, find scripture text and close it. Open Bible and read lesson quickly. Read it again slowly. Ask God to show you the most important truths. Record your first impressions. Think about your lesson during the day.

TUESDAY

Second Step: Pray. Gather information, encyclopedia's and Haley's Handbook, etc. Ask who, what, where, when, why, & how.

WEDNESDAY

Third Step: Pray. Ask God to give you the same thoughts and impressions that everyone in the story had. Place yourself in their shoes. What do you see? Think? Feel? Find the relationship between characters. Develop your theme and an outline. Think about your story during the day.

THURSDAY

Fourth Step: Pray. Don't study at all! Meditate! Ask God to show you creative ways to present the account to your students. Remember to feel the way they feel. Pray and be silent before God.

FRIDAY

Fifth Step: Pray. Get PRACTICAL! Review your outline, and assemble your visual aids. Practice teaching your story, implementing your creative ideas. Pray and give thanks to God for this exciting Bible lesson. You may now look at your curriculum for any ideas.

SATURDAY

Sixth Step: Pray, Smile, RELAX! Spend time with your family!

SUNDAY

Seventh Step: REJOICE. What a Joy! You are rested and Prepared! Pray, and give glory and thanks to God!

Conclusion: This study plan keeps you prepared ahead of time, strengthens you spiritually, saves precious time, and , most importantly, equips you to be an efficient and effective minister to children.

Inductive Bible Study Method

In the practical usage of the Inductive Bible Study Method, one must come to the text in an objective and systematic way, to discover what the text is saying. First to INDUCE or pull out the FACTS of the text, then we investigate why they stand out. The **IBS** method does not have the liberty to start with any "Premise" or "Springboard." You must come to the text without personal biases to determine, "what does the text say?" The three steps to the Inductive Bible Study method are: **(1) Observation**; **(2) Interpretation**; and **(3) Application**.

(1) (Observation) What is the text saying?

- Select the context, Identify the Boundaries of the passage. Check other versions Etc.
- Read/Re-read; read approx. **5 Times**. G. Campbell Morgan would say 50 times!
- Note Observations. Record first Impressions.
- Observations in depth. (Five W.'s: Who, What, Where, When, Why, and How.)

(2) (Interpretation) What does it Mean?

- Why did he Write it?
- Briefly Rewrite the passage. Remember, Interpret Scripture literally. Study in Context.
- Let Scripture interpret scripture. Use your Cross-references!!
- New Testament takes Precedence. Do not take experience as doctrine unless is taught in by Jesus, practiced by the Early Church, and Instructed in the Epistles.

(3) (Application) How should I Respond?

a. Are there any:

- Examples to follow?
- Sins to forsake of?
- Commands to obey?
- Actions to take?
- Promises to believe?

- Errors to avoid

b. SO WHAT??!!

- What do I plan to do about it?
- What difference will this make my life?
- What Specific Plans can I make? Be specific--Challenge yourself to Change!
- How will I do it? Set some goals!

Session Planning

Okay, You've already chosen your subject, topic that you're going to teach on; you've done a deep and thorough study. You're totally stoked and excited about what you're teaching and you're completely familiar with your material . . .

What's Next?

Teachers, consider these percentages when planning your class time:

- **WE RETAIN 10% of what we read**
- **20% of what we hear**
- **30% of what we see**
- **50% of what we SEE and HEAR**
- **70% of what we SAY**
- **90% OF WHAT WE SAY AND DO!**

QUESTIONS TO ASK YOURSELF:

1. What are the best ways to present the subject?
2. What are some activities that the class can explore the focus the focus of the session?
3. What supplies or equipment are needed?

NOW, GET IT ON PAPER! Write down your Lesson, the order of activities you've selected,

Gather and prepare any materials necessary,

Trouble shoot your agenda and look for problems . . . AND THEN PRAY!!!

THE TIME FACTOR: Remember to keep the factor in mind when outlining your session, Estimate a time for each step or activity as this will serve as a guide in selecting the appropriate activities.

Write out each activity you plan to do and approximate the time necessary:

CLASS TIME @ 75 MINUTES:

- WELCOME KIDS 10 MIN.
- WORSHIP..... 15 MIN.
- INTRO LESSON & MEM VS 5 MIN.
- MEM VS. GAME 15 MIN.
- STORY DELIVERY 15 MIN.
- OBJECT LESSON 10 MIN.
- CLOSE & PRAY 5 MIN.

LESSON: Peter's Focus.

APPLICATION: Keep your eyes on Jesus not your circumstances.

VS: Trust in the LORD with all thine heart; and lean not unto thine own understanding. Proverbs 3:5.

STORY: Peter walks on water

OBJECT: Bowl of water, rock & a sponge.

FACILITIES! Consider the facilities and noise factors of your activities. This will limit your choices and time periods. We do any of our noisier, games, songs, etc. during worship time when we are less of a distraction to those in the sanctuary or over-flow/late arrivals seated in the foyer.

One Example Of A Possible Class Structure

A. The Greeting:

1. Important time for parent/teacher relationship.
 - a. This is a time where the parent is looking at the environment of the classroom.
 - i. In control, out of control, warm & loving, cold, etc.
2. A time to let the incoming child know that he or she is welcome and important to the class.

B. Introduction of Activity:

1. Coloring.
2. Word search.
3. Crossword Puzzle.
4. Craft.

C. Prayer Time:

1. Prayer Requests.

D. Worship Time:

1. Include children's worship songs.
2. Sing some adult level worship songs.

E. Bible Time:

1. Read directly from God's Word.
 - a. You may want the children to read (call only on volunteers).
2. Retell the story visually (Using 1 or more of the following).
 - a. Flannel graph or Flash Cards.
 - b. Puppets or Drama.
 - c. Filmstrip or Video.
3. Do Bible study pages (Using the Calvary Chapel Support Curriculum)
4. Use the inductive study method.
 - a. Find out what it says (Using Bible Study Handout).
 - b. Find out what the facts mean.
 - c. Find out personal application.

F. Memory Verse:

1. Devotions.

G. Closing Activity:

1. Games which reinforce the Bible story.
2. Prayer.
3. Cleanup.

H. Sign-Out Time:

1. This time is again important for parent-teacher relationship.
2. The parent looks at the classroom environment and assumes that the present situation has been the environment all class long.
3. Try to say good-bye to each child individually.

Pointers For Storytelling

1. KNOW YOUR MATERIAL!

- READ THE STORY A COUPLE OF TIMES to get a feel for the material.
- READ FROM VARIOUS VERSIONS of the Bible AND OTHER SOURCES.
- LOOK FOR ANY UNFAMILIAR, DIFFICULT WORDS.
- TELL THE STORY, DON'T READ IT!

2. ADD DETAILS

- GIVE TIME PERIODS or dates. Who was King, etc.
- WHERE DID THIS TAKE PLACE? What's the location, weather conditions, night time, day time etc.
- DESCRIBE THE SETTING; house, hillside, a boat on the sea, a prison cell; was it cold, damp, musty, dark. Were there rats, spiders and cockroaches?

3. BE ASSERTIVE!

Be bold with your material. Show your excitement You want the kids to see how excited you are about God's word! **Don't be afraid to take chances in class and risk feeling like a fool!** Your alternative is to play it safe, keep your composure, and basically have your kids lose interest in your class, AND YOU!

4. STAY AGE APPROPRIATE!

Make the lesson plan applicable to your children's lives or you'll lose them! Use vocabulary they can grasp.

5. INVOLVE THE CLASS

Get the kids involved. Ask them quick yes or no questions. For the younger classes you can have them supply sound affects. Whatever, just draw them in!

6. USE VISUAL AIDS

- Felt boards
- Flash-a-Cards
- Slides
- Costumes
- Objects or Props.
- Videos

7. GIVE IT APPLICATION!!!

We don't want to just give them knowledge. We want them to leave church having heard an old testament story, but able to apply an aspect of that to their lives today.

Using Drama In Your Story!

Simply put, drama is YOU. It's your body, your hands, your feet, your voice. And it makes all the difference in the world when telling a story. To most people, drama, (acting) doesn't come easy, and you may not feel comfortable with using a little drama in your teaching. It just may not be your style, and that's okay. You're still called to teach! But these tips are still good for you anyway! You'll find some suggestions that you'll feel comfortable trying in your next lesson, and who knows, maybe sometime in the future, you might find yourself using a lot of drama in your teaching.

BE A FOOL FOR CHRIST! GO AHEAD, RISK YOUR DIGNITY!

1. ACT A LITTLE

Place emotion in your story. If a character in your story is upset **reflect that in your facial expressions and voice!** HAPPY, SAD, ANGRY, FRUSTRATED, IMPATIENT. WHATEVER, just show it!

2. MOVE AROUND

Walk around. Move among your listeners. Stand in a desk for height. Be Zacchaeus up in a tree! Crawl under the desk to portray fear etc.

3. USE YOUR VOICE EFFECTIVELY

It is said that people read our body language **first**, our voice **second** and our words **third!** Your voice and how you use it is your second strongest tool in **story telling so use it affectively!**

- Raise it, yell (where your story dictates it)
- Lower it; whisper. Talk softly.
- Pause for effect.. Talk slow. Talk fast.
- **Cry.**

4. KEEP EYE CONTACT

Look at your listeners!

Have you got their attention? Are they responding?

Make one-on-one eye contact with as many as you can!

Self-Evaluation

Evaluation is one of the most important steps in teaching. It is a positive support step and should not be considered a threatening experience. You will receive affirmation for what you are doing and sensitivity to what is happening in your class! Remember to stay flexible, "Blessed are the flexible, for they shall not be broken!" If you are willing to listen to God's Holy Spirit and open your self up to constructive criticism, your classes can only get better!

Some general questions to ask yourself at the conclusion are:

1. HOW WELL DID I ORGANIZE TO TEACH THIS CLASS SESSION?

- DID I remember to outline (on paper or make mental notes) my class session?
- DID I make all the necessary arrangements for materials and resources?
- DID I plan my objectives?
- DID I prepare my room and teaching equipment? Have craft supplies, video machine in place, flannel pieces pulled and in order, etc.
- Was I ready to receive my class or was I busily trying to get organized?

2. HOW WELL DID THINGS GO?

- What did happen? This question refers to the process.
- Did things go smoothly?
- Did the teaching activities blend or compliment each other?
- What worked well, what should be done differently?

3. WHAT HAPPENED FOR THE STUDENTS?

Remember, you won't have 100% of those kids attention, 100% of the time. But what did their faces tell you? Were you connecting with them? What interested them most? Where did you lose them?

Now, with these answers in mind, begin to pray and prepare for your next lesson

Had A Bad Week?

Had a bad week? How 'bout just a very, very, hectic week? As a teacher, this is bound to happen to you at some point in your teaching ministry. Here's the scenario . . . It's Saturday night. 9:30. You've been runnin all week. You can't believe its Saturday already! Needless to say, you haven't even had a chance to study. (The highest abomination a teacher can commit!)

You're starting to panic . . . **Your head is spinning.** You're tired. You can't even remember WHAT YOU'VE BEEN TEACHING ON . . . *WHADYADO NOW???*

CALL IN SICK!!!!

MERCY, NO!

STOP Calm yourself and begin to **PRAY AS YOU REMEMBER YOUR COMMITMENT** Not to the kids, not to the church but to God! This is part of being a servant. It's not serving if it's at your convenience!!! Or as long as things are going well for you. Here is the test of a true servant Can you continue to serve regardless of your personal trials and life's continual curves thrown your way? We understand major crises come up and some times we must step aside from ministry in order to endure the trial or major life change. But we must point out, that sometimes **GOD WILL MINISTER TO YOU AS YOU ARE MINISTERING TO THE CHILDREN** through these difficult times.

When you begin to serve. We guarantee you one thing You're going to get attacked in some way. Satan wants to keep you from serving. He hates to see God's kingdom grow and lives being touched and changed by the Lord and His servants. Satan also knows that as a submitted servant, your life will be molded and reshaped more and more into the image of His Blessed Son, Amen. (that means SO BE IT!)

SO HAVING FOREWARNED YOU that this WILL happen . . . GET-A-GRIP, PRAY AND CONSIDER SOME QUICK SUGGESTIONS

Quick Suggestions For Panicked Teachers!

FIRST-THINGS-FIRST: Choose a Bible story! ONE YOU ARE FAMILIAR WITH.

SECOND: Review story and estimate time spent on delivery of message.

THIRD: With remaining time choose one or two activities to coincide with your story.

FOURTH: Remember to allow time for worship and snack (If you teach little ones).

PRAY: And remember This [week] too shall pass.

- Bible Bingo
- Bible Baseball
- Balloon Blast
- Who Am I?
- Tic-Tac-Bible
- Object Lessons
- Read A Novel (As A Weekly Series)
- Outdoor Games (Seasonal)
- Hold Class Outdoors (Back Grass Area Only)
- Unit Completion Party! (Creation, Life of Noah, etc.)
- Flannel Story (Let The Kids Help, Or Retell It)
- Puppets
- Video Series
- Over-head Projector
- Discussion Groups
- Crafts
- Have Kids Do A Skit Of The Story (Work On The Script With Them!)
- Flash-A-Card Story
- Flash-A-Card Memory Game (Mix Up Cards And Have Kids Guess The Right Order)

- Sword Drills (As Individuals Or Teams)
- Memory Verse Games: Start & Stop; Stepping Stones; Stand-Ups; Take Away; Echo; Memory Verse Ball; Hop Scotch

Using The Bible Study Page From The Curriculum

During your preparation time at home, prepare the lesson according to the 3 point method of study (Inductive Bible Study Method)

At this time, we will only be dealing with the actual Bible study page to be used in the class, not the method used to prepare for the study.

NOTE: Depending on age level, we suggest an expository/storytelling teaching on the text. Then using this method as review.

The following is one possible way to present the Bible study in class. The teacher would tell the students to look at the **FILL IN THE BLANKS** section, #1, #2, #3, on lesson #304 . "John hears the voice of a trumpet". Then you would ask students to take out their NKJ (New King James) version Bibles and open them up to the Book of Revelation, Chapter 1, verses 9-19.

The teacher (or students) would read the Scripture aloud as students follow silently in their Bibles.

Have students read #1 aloud, saying "blank" where the blanks appear. The teacher would then tell the students to find the missing words by looking at the same verse from their Bible. (Keep students working on the same Scripture. Do not let them move ahead.)

Once blanks are filled in, discuss the Scripture with the students

Continuing

to the **MATCHING** section, the teacher should direct the students to look at each Scripture verse given, (comparing with their Bible) match right side with left side, making a complete statement.

Once all the verses have been matched, discuss the Scriptures with the students.

Now looking at the **TRUE OR FALSE** section, have the students look up the Scripture verse given and ask if the statement on the study is true or false (comparing the verse with their Bible.)

Once again, discuss the verse with the students.

Coming to the **MEMORY VERSE**, this is a good time to do the 3 point study method in class with the students; (What are the facts?, what do the facts mean?, what do the facts mean to me?) which have been prepared before class by the teacher.

Calvary Chapel's Children's Bible Study Support Curriculum

This material **supports** studies in the Old & New Testaments and uses the **New King James text**. It is currently designed to minister to children **ages 1st through 6th grades**, but could easily be adapted through the Jr. High age.

This curriculum resource is available on the internet from Calvary Chapel Costa Mesa's Children's Ministry at:

<http://www.calvarychapel.org/children/site/curriculum.htm>.

The curriculum is designed as a verse by verse approach of studying the Bible with children.

- There are 163 studies from the Old Testament and 162 studies from the New Testament.
 - a. These studies are from Genesis 1:1 through Revelation 22:21.
- This curriculum supports the lessons which have been clearly thought out and prepared for during the week by the teacher (using an inductive form of study).
- This curriculum has been designed to use the Bible as the primary text of study. This curriculum will not work without using the Bible alongside it in class.
 - * Each page is designed to support specific areas during class time.
 - a. The coloring page and the activity page can be used during signing-in and signing-out times.
 - b. The study page can be used as a reinforcement of the story time.
 - c. A memory verse is included in each lesson.
 - * Each study is broken into two separate age groups.
 - a. The 1st and 2nd grade pages are indicated by a 1/2 on the bottom of the study page and the activity page.
 - b. The 3rd through 6th grade pages are indicated by a 3/6 on the bottom of the

study page and the activity page.

c. The coloring page can be used for any age.

* Each week you will need to photocopy the Bible study page you use in class.

The curriculum is not designed to be a graded test.

a. We want to encourage the children, not discouraged them.

It is not designed to lead a teacher through an entire class time, rather to support the teacher in the class for the time that he or she prepared during the week.

a. There is no lesson planner. (It is important to do an inductive study

Using The Curriculum As A Game

At this time, we will only be dealing with the actual Bible study page to be used in class, not the method used to prepare for the study.

The following is **one possible way** to reinforce or support the Bible study in class. After already having completed the Bible study time, using lesson # 305 , "The Seven Churches", ask the students to keep their NKJV (New King James Version) Bibles open to the Book of Revelation, Chapter 1:20-3:22.

A brief review of the rules of the game for those new to your class should be given so that everyone is able to understand and participate in the game.

These are the rules:

- A. The class is divided into two teams: boys against the girls.
- B. Take a word from the study just completed. You will find this word somewhere in Revelation Chapter 3, between verses 14-22.

Note: Do not choose too many verses for the class to search through to find the hidden word. It may become frustrating to them. 10 or 15 verses at the most.

- C. The word will have 5 letters in it (then write on the chalkboard)

2 3 4

Note: Don't give them the opportunity to choose letters 1 or 5 because they will choose those letters first to see what letter the word starts or ends with and the game will be over too fast

- D. Call on a volunteer from the first team to read question #1 who can either circle the correct word by himself/herself or with the help of teammates.
- E. After that question has been completed correctly by reading the verse directly from the Bible, that volunteer can choose a number on the chalkboard.

Write the letter on the line above it.

- F. That team only has 10 seconds to agree upon a word they believe is what is written on the board.
- G. If they guess the correct word, an immediate reward (cookie?) can be given or give a team point with a reward after the game (double portions to the winning team? Everyone should get something by the end of class.)

Using the curriculum in this way will cause the children to:

1. Read through the Bible verses selected in the curriculum.
2. Read through the area of Scripture (Rev. 3:14-22) over and over again in search of the winning word (VOICE)
3. Work together as a team.
4. Have fun and receive God's Word.

Interesting Thoughts On Teaching With Visual Aids

"Call unto me, and I will answer thee, and show thee great and mighty things, which thou knowest not."

Jeremiah 33:3

"Cursed be the one who does the LORD'S work negligently."

Jeremiah 48:10

"So being affectionately desirous of you, we were ready to share with you not only the gospel of God only, but also our own selves, because you had become dear to us."

1 Thessalonians 2:8

1. If you were teaching adults by **LECTURING** to them, how much of what you told them would they remember three hours later?

- 10 %
- 20 %
- 30 %
- 40 %
- 50 %
- 60 %
- 70 %
- 80 %
- 90 %
- 100 %

ANSWER= 20 %

2. How much would they remember three days later?

- 10 %
- 20 %
- 30 %
- 40 %
- 50 %
- 60 %
- 70 %
- 80 %
- 90 %
- 100 %

ANSWER= 20 %

3. How much would adults remember if you taught them by just **SHOWING** them something? (No telling would be involved)

Three hours later?

- 10 %
- 20 %
- 30 %
- 40 %
- 50 %
- 60 %
- 70 %
- 80 %
- 90 %
- 100 %

ANSWER= 70 %

Three days later?

- 10 %
- 20 %
- 30 %
- 40 %
- 50 %
- 60 %
- 70 %
- 80 %
- 90 %
- 100 %

ANSWER= 30 %

4. How much would adults remember if you used **BOTH** telling and showing as you taught them?

Three hours later?

- 10 %
- 20 %
- 30 %
- 40 %
- 50 %
- 60 %
- 70 %
- 80 %
- 90 %
- 100 %

ANSWER= 85 %

Three days later?

- 10 %
- 20 %
- 30 %
- 40 %
- 50 %
- 60 %
- 70 %
- 80 %
- 90 %
- 100 %

ANSWER= 50 %

5. How many hours does a child spend in school from the time he/she enters kindergarten until he/she graduates from high school?

- 8,000
- 9,000
- 10,000
- 11,000
- 12,000
- 12,500
- 13,000

ANSWER= 13,000

6. How many hours does a child spend watching television from the time of infancy to the time he/she graduates from high school.

- 6,000
- 11,000
- 15,000
- 19,000
- 21,000
- 24,500
- 45,000

ANSWER=24,500

7. How many hours of Christian training does a person (from infancy to the time he/she graduates from high school) receive in the Christian Education Program at the local church?

- 800
- 1,000

1,300

1,400

1,500

1,600

1,800

ANSWER=800

Use Of Visual Aids

Visual Aid's are used for:

1. Stimulate your children and help them learn. We learn information by having the five senses stimulated. Many studies reveal that all that a normal human being learns in a lifetime is acquired in the following manner:

3 % thru taste
3 % thru smell
6 % thru touch
13 % thru hearing
75 % thru seeing

A good reason why speaking alone is not as effective as speaking with visual aids.

2. Build the retention of your children. Over a prolonged time period, we retain:

10 % of all we read
20 % of all we hear
30 % of all we see
50 % of all we see and hear at the same time
75 % of all we see, hear and do at the same time

3. Gain and hold the attention of the children. Most people have trouble holding the attention of a group for more than 10 - 15 minutes with their speaking abilities alone. Visuals will help you gain hold and control attention, clarify points and add interest and variety to your talk.

4. Tell more in less time than words. The old saying, "*A picture is worth a thousand words*" is still true. Describe a triangle to a child, for example, without using pictures. Or, explain a complex schedule plan without diagrams.

5. Help you make a better presentation. Using visual aids **MAKES US** do more planning and practice, and the more we plan and practice, the better we communicate.

The best visual aid for the situation depends on:

1. The type of material to be presented
2. The size of the room

3. The size of the group

4. The facilities that are available in the room

The full range of visual aids and applications are limited only by your imagination

Make your visuals visible

Use large charts even for a small group. For big groups use slides, video's or transparencies.

Use color, not art, for your headline

Pictures and drawings require interpretation. Headlines should be quickly grasped.

Projected Visual Aids

I. Definition of terms: Projected visual aids are pictures shown upon a screen by use of a certain type of machine such as a filmstrip projector, slide projector, overhead projector, or TV/VCR.

II. Values of projected visuals.

- A. Provides greater enjoyment in learning
- B. Stimulates more rapid learning
- C. Increases retention: larger percentages and longer retention
- D. Makes teaching situation adaptable to wider range
- E. Compels attention
- F. Enlarges or reduces actual size of objects
- G. Brings distant past and the present into the classroom
- H. Provides an easy reproduction record of an event
- I. Influences and changes attitudes

III. Types of projections used most frequently in church work:

- A. Video
- B. Filmstrips
- C. Overheads

IV. Utilization of Materials:

A. Preview every visual for age appropriation, issues and doctrine.

1. NO VIDEO TAPES FROM HOME UNLESS APPROVED BY CHILDREN'S MINISTRY PASTOR

B. Use the visual resource as **a support** to the Bible study, not a **replacement**.

- 1. Visual resources are a tool intended to **help** build a complete picture.
- 2. They are not to be a time filler for the unprepared lesson.

V. Summarization of Purpose

AIM: Not to present a visual aid that they may remember, but to present the lesson visually so that the spiritual objective may be more effectively achieved.

Adapted from: USING VISUAL AIDS IN A CHURCH, Waldrup, Earl

Learning By Seeing

I. Definition of terms: Visual education is the effort to help people learn by seeing. A visual aid is any object or symbol which aids in clarifying thought.

II. Examples: Jeremiah 18:1-6; Matthew 18:1-6

III. Values:

- A. Makes learning more permanent
- B. Increases interest and enjoyment
- C. Simplifies the process of review
- D. Provides for faster learning
- E. Clarifies material being taught

IV. Abuses: Visual aids are not

- A. A substitute for the lesson
- B. Escape from preparation
- C. Gimmicks for entertainment

V. Suggestions for use of non-projected visuals:

- A. Select the aid which can most effectively accomplish the objective
- B. Consider the learner and choose the aid which most effectively communicates with him/her
- C. Be as familiar with the aid as possible

VI. Types:

A. Two dimensional:

- 1. Flannel graphs
- 2. Flash cards
- 3. White Board
- 4. Posters
- 5. Charts
- 6. Graphs
- 7. Coloring Pictures

B. Three Dimensional:

- 1. Objects: sling, shoe, shield, etc.
- 2. Balloons

C. Motion:

- 1. Drama
- 2. Puppets

Resource Materials

Here is a list of resource materials available to the Children's Ministry

CRAFT MATERIALS

Beads
Brads
Butcher Paper
Clothes Pins Assorted
Colored Pins Assorted
Construction Paper
Cotton Balls
Craft Sticks
Crayons
Eyes
Felt
Foam Plates
Glitter Glue - *Regular Glitter Not to Be Used*
Glue (Washable)
Glue Sticks
Hole Punches
Magnets
Masking Tape
Paint Brushes
Paper Bags
Paper Clips
Paper Plates
Pencils
Pipe Cleaners
Plastic Cups
Pom-Poms
Popsicle Sticks
Ribbon (Assorted Colors)
Rulers
Scissors
Scotch Tape
Staplers
Straws
Tempera paint (Washable)
Tissue Paper
Tongue Depressors

AUDIO/VISUAL SUPPLIES

Cassette Players
Filmstrip Projectors
TV/VCR'S

Overhead Projectors
Screens

RESOURCE MATERIALS

Bibles
Bible Games
Books
Curriculum
Filmstrips
Flannel graphs & Boards
Flash Cards
Musical Instruments
Puppets
Video Tapes

CLEANING MATERIALS

Broom & Dust Pan
Disinfectant
Paper Towels
Vacuum Cleaners

**ALL RESOURCE MATERIALS
SHOULD BE CHECKED OUT PRIOR TO
CLASS CHECK IN TIME**

Resources

Looking over the Sunday School Lesson Preparation on page 32 of your *Children's Ministry Manual* can prove helpful in getting ideas and sources for study. The following is another list of possible resources, most of which are available to you in our bookstore:

- * Halley's Bible Handbook - Halley
- * New Testament Survey - Gromacki
- The Bible Knowledge Commentary - Walvoord & Zuck
- Talk through the Bible - Wilkerson
- With the Word - Wiersbe
- What the Bible is All About - Mears
- Any of the "Be" Series Commentaries - Wiersbe
- Any of the Thru the Bible Commentary Series - J. Vernon McGee
- Pastor John Millers Tape Series on any book of the Bible
- Calvary Chapel Support Curriculum
- Abeka's Flash-A-Card Series - Visual Aids

* "A must have for any teacher", John Miller.

Additional Author Recommendations From Calvary Chapel San Bernardino's Children's Ministry

R. Kent Hughes

H. A. Ironside

F. B. Meyer

Lehman Strauss

Alan Redpath

A.T. Robertson

Additional Course Requirements

Come Ye Children - Charles Haddon Spurgeon

Children's Ministry Audio Seminar - Jon Courson

Plans For Presenting Salvation

THE ROMANS ROAD

1. Romans 3:23 All have sinned.
2. Romans 6:23 For the wages of sin is death.
3. Romans 5:8 But God commendeth His love toward us in that while we were yet sinners Christ died for us.
4. Romans 6:23b But the gift of God is eternal life, through Jesus Christ, our Lord.
5. Romans 6:1-4 Romans 10:9-10, 13

SALVATION

1. God's part - John 3:16
2. Christ's part - Romans 5:8
3. Man's part - John 6:37

THE A - B - C's OF SALVATION

A. Acknowledge self as a sinner.

Romans 3:23; Isaiah 53:6; James 2:10; Romans 3:10-12; John 3:3;
Acts 4:12

B. Believe in Christ.

Acts 16:31; Luke 5:32, 13:3; Hebrews 11:6; Romans 2:4, 10:17;
John 3:16, 20:21

C. Confess to Christ a Savior.

Romans 10:9-10; Acts 19:18; 1 John 1:9, 4:15

FOUR WORDS OF SALVATION

1. NEEDED - Romans 3:3
2. PROVIDED - 1 Peter 2:24
3. OFFERED - Ephesians 2:8
4. ACCEPTED - 1 John 5:12

THE FOUR SPIRITUAL LAWS (By Campus Crusade For Christ International)

1. God LOVES you, and offers a wonderful PLAN for your life.

John 3:16; John 10:10

2. Man is SINFUL and SEPARATED from God. Therefore, he cannot know and experience God's love and plan for his life.

Romans 3:23, 6:23

3. Jesus Christ is God's ONLY provision for man's sin. Through Him you can know and experience God's love and plan for your life.

Romans 5:8; 1 Corinthians 15:3-6; John 14:6

4. We must individually RECEIVE Jesus Christ as Savior and Lord; then we can know and experience God's love and plan for our lives.

John 1:12, 3:1-8

What does a child need to know to appreciate Christ's death and receive Him as Savior?

These basic facts should be emphasized:

1. God loves all kids - including me! I don't have to earn His love.

John 3:16

John 15:13

Ephesians 2:8-9

1 John 4:8

2. I have done wrong, and this wrong (called sin) must be punished.

Isaiah 53:6

Romans 3:23

Romans 6:23a

3. Christ died to pay for my sin.

Matthew 26:28

Romans 5:8

Hebrews 9:22, 10:10

1 John 2:1-2

4. I must accept Jesus as my Savior to receive God's forgiveness.

John 1:12

Romans 6:23b

5. When I do this I become God's child.

John 1:12

Romans 10:9, 13

- **BE CLEAR**
- **IT TAKES PRACTICE**

- ***IF YOU DON'T ATTEMPT TO SHARE THE GOSPEL MESSAGE WITH YOU'RE CHILDREN, YOU'LL LIKELY NEVER SHARE IT LATER ON IN YOUR LIFE!***

Leading A Child To Christ

1. Avoid symbolism. Use concrete ideas with children.
2. Choose terminology carefully. Use the same terms consistently.
3. Ask questions that encourage them to talk about feelings as well as understanding.
4. Talk individually with the child.
5. Consider the child's personal choice. Avoid pressuring the child into making a choice.

IF YOU DO, YOU'RE OUT OF BOUNDS!

6. Be sensitive to the Holy Spirit and to the child.
7. It's the Holy Spirit that leads a child to Christ. Ask Him to use you and to help you to be sensitive to where the child is spiritually.

Please study these scriptures for the Bible tells us,

"out of the abundance of the heart, the mouth speaketh." - Luke 6:24

John 3:16 - *"For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life."*

Define the verse.

Romans 3:23 - *"For all have sinned, and come short of the glory of God; "*

ALL means EVERYONE - God has a standard.

Romans 5:8 - *"But God commendeth his love toward us, in that, while we were yet sinners, Christ died for us. "*

Christ died for us.

Romans 6:23 - *"For the wages of sin is death; but the gift of God is eternal life through Jesus Christ our Lord. "*

Define Terms - The Meaning of Death

1 Corinthians 15:3-4 - *"For I delivered unto you first of all that which I also received, how that Christ died for our sins according to the scriptures; And that he was buried, and that he rose again the third day according to the scriptures:"*

The Gospel is the most important thing in all the world.

John 1:12 - *"But as many as received him, to them gave he power to become the sons of God, even to them that believe on his name:"*

How does one receive Him?

Romans 10:9-10 - *"That if thou shalt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved. For with the heart man believeth unto righteousness; and with the mouth confession is made unto salvation."*

Discuss what confession means.

Hebrews 13:5-6 - *"Let your conversation be without covetousness; and be content with such things as ye have: for he hath said, I will never leave thee, nor forsake thee. So that we may boldly say, The Lord is my helper, and I will not fear what man shall do unto me."*

I will NEVER leave you.

What can man do to us?

Psalms 27:1 - *"A Psalm of David. The LORD is my light and my salvation; whom shall I fear? the LORD is the strength of my life; of whom shall I be afraid? "*

Psalms 118:6 - *"The LORD is on my side; I will not fear: what can man do unto me? "*

Romans 8:31 - *"What shall we then say to these things? If God be for us, who can be against us? "*

8. If a child wants to be a part of God's family and has a repentant heart, give him/her an opportunity to talk to God him/herself. Let the child tell God how he/she feels in his/her own words.

Gulp! They said yes . . . They want to receive Christ . . . Now what do I do???

Sinners Prayer???

REMEMBER, THE SINNER'S PRAYER DOESN'T SAVE ANYONE! CHRIST DOES!

Ephesians 2:8-9; Romans 11:6-7, 6:13-16

Sovereignty of God; Willingness (response) of Man.

Pray 'em back thru Romans Road or ABC's, etc.

"I have sinned, I understand that sin causes separation from God. I know You died for ALL the sin of the world. Jesus I receive You now so that my sins are paid for, I wanna be Your child forever."

Discipling comes next, that's the long part. Teach 'em to grow! Daily devotions in God's Word. Sharing their faith, etc.

Policies

ARRIVAL TIMES:

Teachers MUST BE AT CHURCH 20 minutes prior to their class time to pray and prepare any materials for their class. Teachers MUST BE IN THEIR CLASS ROOMS ready to receive their early arrivals 10 minutes before service.

MEETINGS:

1. We have teacher meetings at least three times per year which all teachers are required to attend.
2. These meetings are important for:
 - * The unity of the teachers
 - * Airing and solving problems
 - * Keep events and curriculums organized
 - * Encouraging & inspiring each other!

ABSENCES & VACATIONS:

You must notify the Children's Ministry coordinator as soon as possible if you are unable to make it to your class due to sickness or any other reason. You will be given a list of current substitutes in which you are to call to find a replacement. None other than approved Substitutes on this list may be used for our classrooms! Once you find a replacement CONTACT THE CHILDREN'S MINISTRY COORDINATOR and notify him who your replacement is and which dates are affected. Faithfulness in your responsibility and communication with the coordinator are essential to furnish this fellowship with a consistent and organized CHILDREN'S MINISTRY!

NOTE: ANY AND ALL PERSONS (PARENTS, OBSERVERS, ETC.) WHO DESIRE TO REMAIN IN YOUR CLASSROOM FOR LONGER THAN NORMAL CHECK-IN TIME MUST BE APPROVED BY THE CHILDREN'S MINISTRY PASTOR

Thank you for doing your part.

WITHDRAWAL FROM THE MINISTRY

Should there come a time when you need to withdraw from the ministry, **please don't just disappear!** Let the children know that you need to leave, and if you feel lead, give them a simple reason why you're stepping down. We understand that personal problems and emergencies come-up, often without warning, but we do ask that you give as much notice as possible. **4 weeks** would be appreciated.

Teaching Responsibilities

1. BE PREPARED:

Know your material well. Know your format in advance. (i.e. what you're doing first, second, third . . . and approximately how long each activity should take.) Have your supplies and copies made before class.

2. ARRIVE EARLY:

Be in your class at least 20 minutes prior to service to prepare classroom and receive early arrivals.

3. LEAVE YOUR CLASSROOM CLEAN:

Chairs pushed in, use carpet sweeper if necessary, throw away extra papers. Erase white-boards, each desks if necessary. (tip: Have the children help, they need to be taught accountability too! And they love to help the teacher!)

4. FIND A SUBSTITUTE:

Contact the Children's Ministry Coordinator as soon as possible if you are unable to teach due to sickness, personal commitment, etc. He will give you a list of current substitutes to take your class. **But** it is **your responsibility** to call them and make arrangements. You need to inform your substitute what you're teaching on and then RE-CONTACT AND CONFIRM with the Children's Ministry Coordinator (otherwise, he will be *stressin'*! and it ain't a pretty sight.)

5. ATTEND REQUIRED TEACHER MEETINGS:

3 to 4 times a year we have teacher meetings where we'll fellowship, share and learn from each other. It is so enlightening to learn what other teachers are doing in their classes. You will glean from them and they from you! We also introduce new materials, clear up any confusion over policies, give teaching tips and suggestions.

6. KNOW YOUR AGE GROUP:

This is so important! Study your kids. Learn and know what their characteristics are. Each age group is a world unto itself, and HOW you teach a first-grader will be very different than a sixth-grader. They have entirely different comprehensive capabilities as well as emotional/spiritual maturities which will determine the **best** teaching approach!

7. STAY HUMBLE & TEACHABLE:

Never allow yourself to become lulled into a false sense of self-confidence. It is not you teaching, it is the Holy Spirit. Your talents, ideas and very words are from the Lord. If they aren't, you probably won't be teaching long! Remember, we are to always give glory to the Lord. And that should be our motive in teaching, not to show how good, smart OR talented we are; not to just fill a vacant teaching spot, but to bring glory to the Name of the Lord!

Duties Of A Helper

The duties of a Sunday School Helper, although often thought of as a "behind the lines" position is a much needed and understaffed ministry. The helper's position carries great significance in the spiritual lives of the children and is as important as the job of the teachers they support.

Helpers should be ready and available for the following duties:

1. Responsible to be in class approximately 20 - 30 minutes ahead of class time to assist the teachers in making copies, providing coloring materials, general materials for class use, etc. Plug in a music tape and start preparing the classroom.
2. Greet the parents, they need to know who you are. Position yourself at the door of the classroom. Check in and assign seating for each student.
3. Provide classroom discipline **FOR THE CHILDREN**, shush the talkers, suppress distractions from the classroom, the teacher needs their undivided attention.
4. Help the kids out with their various craft projects, etc. Out job is to equip them. Help them with their reading. Teach them to be good listeners.
5. Monitor bathroom requests! **NOTE: NO DRINKY, NO POTTY!** Please remember why we're here. Normally a child can go for three hours on the playground without using the restroom, they can certainly handle 1 1/2 hours in a classroom.
BE FLEXIBLE FOR EMERGENCIES - ESPECIALLY FOR THE YOUNG ONES. MAKE EVERY ATTEMPT TO HAVE PARENTS TAKE CARE OF THIS NEED PRIOR TO CHECK-IN.
6. Interface with the parents after class. It's our job to let the parents know how their children are doing in Sunday School. If there's a discipline problem, now is the time to let the parents know what to work on at home. Again, we don't do this to get back at the kids, we do it **for the kids**.

Two are better than one; because they have a good reward for their labour. For if they fall, the one will lift up his fellow: but woe to him that is alone when he falleth; for he hath not another to help him up."

Ecclesiastes 4:9-10

Safety Policy

The issue of child abuse, is very important to the Children's Ministry in several different areas. It is a very unsettling issue and must be handled with great sensitivity. The areas we will deal with are recognition, response, and reporting, as well as policies concerning acceptable methods of prevention in ministry.

The three types of abuse that we will acquaint ourselves with are: physical abuse, neglect, and sexual abuse.

Physical Recognition In The Child

Physical Abuse

- Fractures, lacerations, bruises that cannot be explained, or explanations which are improbable given the extent of the injury.
- Burns (cigarette, rope, scalding water, iron, radiator).
- Facial injuries (black eyes, broken jaw, broken nose, bloody or swollen lips) with implausible or nonexistent explanations.
- Subdural hematomas, long-bone fractures, fractures in different states of healing.
- Pattern of bruising (e.g., parallel or circular bruises) or bruises in different stages of discoloration, indication repeated trauma over time.

Neglect

- Failure to thrive - a child's failure to gain weight at the expected rate of a normal child. A child who fails to thrive may have medical or psychosocial problems, or a combination of these.
- Malnutrition or poorly balanced diet (bloated stomach, extremely thin, dry, flaking skin, pale, fainting).
- Inappropriate dress for weather.
- Extremely offensive body odor.
- Dirty, unkempt.
- Unattended medical conditions (e.g., infected minor burns, impetigo).

Sexual Abuse

- Bruising around genital area.
- Swelling or discharge from vagina/penis.

- Tearing around genital area, including rectum.
- Visible lesions around mouth or genitals.
- Complaint of lower abdominal pain.
- Painful urination, defecation.

The presence of any of these indicators does not prove the child is being abused, but should serve as a warning signal to LOOK FURTHER. **It is important to report strong suspicion, intuition, (gut feeling or sense) to the Children's Ministry Pastor for further investigation.**

Behavioral Recognition In The Child

Children react differently to being abused. There is no one single reaction that can be clearly associated with child abuse; however, there are a number of possible behaviors which have been found to be consistently correlated with abuse. While some of these behaviors occur more with one type of abuse than another, they may overlap.

Physical Abuse

- Hostile or aggressive behavior toward others.
- Extreme fear or withdrawn behavior around others.
- Self-destructive (self-mutilates, bangs head, etc.).
- Destructive (breaks windows, sets fires, etc.).
- Verbally abusive.
- Out-of-control behavior (seems angry, panics, easily agitated).

Sexual Abuse

- Sexualized behavior (has precocious knowledge of explicit sexual behavior and engages self or others in overt or repetitive sexual behavior).Br>
- Hostile or aggressive.
- Fearful or withdrawn.
- Self-destructive (self-mutilates).
- Pseudo-mature (seems mature beyond chronological age).
- Eating disorders.
- Alcoholism/drug abuse.

- Running away.
- Promiscuous behavior.

Neglect

- Clingy or indiscriminate attachment.
- Isolates self.
- Seems depressed or passive.

Emotional Abuse

- Lacks self-esteem; puts self down constantly.
- Seeks approval to an extreme.
- Seems unable to be autonomous (e.g., makes few choices, fears rejection).
- Hostile, verbally abusive, provocative.

The presence of any of these indicators does not prove the child is being abused, but should serve as a warning to LOOK FURTHER. **It is important to report strong suspicion, intuition, (gut feeling or sense) to the Children's Ministry Pastor.**

Response And Reporting

While we are all accountable for what we know and what we do in regards to that knowledge, we must make every effort to avoid gossip. While it is not the intent of this or any ministry at Calvary Chapel San Bernardino to keep this topic hidden, it must be handled very discreetly to prevent wide spread gossip and character/family character assassination.

Proverbs on gossip:

- **Proverbs 11:13** - *"A talebearer revealeth secrets: but he that is of a faithful spirit concealeth the matter."*
- **Proverbs 16:28** - *"A froward man soweth strife: and a whisperer separateth chief friends."*
- **Proverbs 18:8** - *"The words of a talebearer are as wounds, and they go down into the innermost parts of the belly."*
- **Proverbs 20:19** - *"He that goeth about as a talebearer revealeth secrets: therefore meddle not with him that flattereth with his lips."*
- **Proverbs 26:20** - *"Where no wood is, there the fire goeth out: so where there is no talebearer, the strife ceaseth."*

- **Proverbs 26:22** - *"The words of a talebearer are as wounds, and they go down into the innermost parts of the belly."*

Therefore any intuition, impression or suspicion of trouble or occurrence in this area **MUST BE BROUGHT TO THE CHILDREN'S MINISTRY PASTOR FOR INVESTIGATION/RESPONSE**. NEVER condemn, criticize, or assign guilt to any family or family member. It is very important that you reserve your judgment in the areas of childcare, housekeeping, or parenting, because others standards don't meet up with your own. Again, bring suspicious signs to the Children's Ministry Pastor and **LEAVE IT THERE!**

We are a blessed church family in the lack of incidents of this nature - keep your eyes open and keep praying!

Methods Of Prevention

"That you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world." - Philippians 2:15

(To be blameless is to be unblameable, deserving no censure, free from fault or defect.)

Our policies in this area must reflect our thorough commitment to soundness and purity in our Sunday School classroom. The following few policies are for the general ranks of Sunday School teachers and helpers. They are not exhaustive and are still being formed. They enhance the current policies for induction into this ministry, (i.e., questionnaire process).

1. Two qualified adults in each younger class.
2. Any and all persons (parents, observers, etc.) who desire to remain in your classroom for longer than normal check-in time **Must Be Approved** by the Children's Ministry Pastor.
3. Approved subs **only!** In case of shortage see the Children's Ministry Pastor for approval.
4. In disciplining total hands off approach! Gentle bear hug when out of control. Inform the Children's Ministry Pastor in those situations.
5. No one in Children's Ministry should subject themselves to implied criticism by being alone with a mature child of the opposite sex, (e.g., giving rides, counts).
6. Potty - YES ministers OK with grounded kids. Two kids or more.

Discipline In The Classroom

I. Introduction:

Discipline = Training

We don't do it TO the children, we do it FOR the children.

II. Why Discipline:

Why does our Heavenly Father Discipline His Children?

Because He Loves Them!

And ye have forgotten the exhortation which speaketh unto you as unto children, My son, despise not thou the chastening of the Lord, nor faint when thou art rebuked of him: For whom the Lord loveth he chasteneth, and scourgeth every son whom he receiveth. If ye endure chastening, God dealeth with you as with sons; for what son is he whom the father chasteneth not? But if ye be without chastisement, whereof all are partakers, then are ye bastards, and not sons. Furthermore we have had fathers of our flesh which corrected us, and we gave them reverence: shall we not much rather be in subjection unto the Father of spirits, and live? For they verily for a few days chastened us after their own pleasure; but he for our profit, that we might be partakers of his holiness. Now no chastening for the present seemeth to be joyous, but grievous: nevertheless afterward it yieldeth the peaceable fruit of righteousness unto them which are exercised thereby. Wherefore lift up the hands which hang down, and the feeble knees; And make straight paths for your feet, lest that which is lame be turned out of the way; but let it rather be healed." - Hebrews 12:5-13

"My son, despise not the chastening of the LORD; neither be weary of his correction: For whom the LORD loveth he correcteth; even as a father the son in whom he delighteth." - Proverbs 3:11-12

III. Why Do Children Misbehave?

1. "Foolishness is bound up in the heart of a child . . ." - Proverbs 22:15
2. Ignorance of the rules.
3. Frustration - Asking them to do something that they are incapable of doing.

NOTE: Don't force the children to read, ask for volunteers.

4. Boredom - Are You Prepared? Are you speaking above their heads? Know your age group!
5. Home Related Problems: Remember, their world extends past

the doors of your classroom. They have real hurts and problems too! LOVE them through it.

The Importance and Administration of Discipline

Discipline is Important for Two Reasons; **First**, it is important for the smooth operation of any program in which children are involved. You cannot permit one child to disrupt the whole group. **Second**, children strange as it may seem, like discipline. They translate discipline (when administered correctly) as a sign of security, and it also gives them boundaries, which provide order. Several rules must be followed if your administration of discipline is to be a success. They are as follows:

1. BE CONSISTENT: This is perhaps the most important thing to remember when discipling. The Teacher sets classroom rules, make sure that you are consistent in enforcing those rules.

2. SET CLEAR, REASONABLE RULES: The greatest downfall teachers can have is that the children don't know the SET rules of behavior. Be sure that the children know the set classroom rules and the consequences if those rules are broken.

3. ALWAYS DISCIPLINE THE ACTION AND NOT THE CHILD!: Discipline is best applied and remembered when the child knows that you are on his side, helping him improve his behavior. To accomplish this, you must let the child know that it is the **BEHAVIOR** that is wrong and that **YOU LOVE HIM!**

4. DISCIPLINE PRIVATELY; compliment publicly. Don't let the discipline ever publicly embarrass the child. Always deal with the child privately. Don't make an example of him.

5. THERE MUST BE A BALANCE BETWEEN LOVE AND DISCIPLINE: The child must know that you love him/her, and the reason you discipline is **for his benefit**. If there is any doubt that you love him/her, discipline attempts will do nothing but alienate him/her further. **If you have to discipline a child, make a concerted effort to show love in some way to him/her later on.** Remember to have a balance.

6. CONSIDER THE CHILD'S NEEDS! Are they being met? Can he/she see and hear well? Is he/she physically all right? Has he/she eaten? Is he/she well rested? Is he/she being pestered by someone? Take all this into account before you act.

7. DO NOT TAKE HIS MISBEHAVIOR PERSONALLY! So often we think that a child is challenging our authority (truthfully, HE IS!). But its not a personal

challenge. This type of a child will challenge any "Teacher". To him you are a figure of authority of which he will check his limits on. So, with this in mind, calm yourself and deal with this problem ***positively!***

Steps To Discipline

This sequence of steps may be helpful to some of our new teachers. This is only a guideline to help you remember and know a plan of action to follow should you have any occurrences which require discipline. We do caution you to use your personal judgment and grace.

First Offense: WARNING

A verbal warning with a reminder of the rules or rule broken. And warn them they may have to do a time out next time.

Second Offense: TIME OUT - (5 MIN.)

Follow through. They have been made aware of the classroom rules. If they continue to disobey they know it and need to see that the rules ARE enforced. Normally Head down at their desk.

Third Offense: REMOVAL FROM DISTRACTIONS

This Time-out is to get the teacher a much needed break from the source of distraction. Send child to the back of the Class. Take as long as you need to tell your story, or re-capture the class attention.

Fourth Offense: REMOVAL FROM CLASS

Direct the offender to a chair outside of your class, for the remainder of the service, or the remainder of the teaching time. (At your discretion.) If this is a preschooler, send for his /her Parent! He/She needs a baby-sitter.

Fifth Offense: CONFERENCE WITH PARENTS/PARENT

Give all information to your Coordinator or Children's Ministry Director for further action. Parents should **always be notified** of any misbehavior resulting in even the first Time-out, (Second offense). They need and should desire this information. Some will understand your need for order in your classroom and support and even appreciate this information, others however will not. But it is our responsibility to inform the parents of their children's misbehavior.

Prevention

(It's The Best Medicine!)

No matter how well prepared we are, **OR** what fabulous equipment we have, **OR** what wonderful Spiritual truths the Holy Spirit has given us to teach the children. If we don't have a disciplined class, chaos will rule instead of the ministering power of the Holy Spirit. Furthermore, children who have no discipline are often **HARD** to teach. If we make teaching **HARD** on ourselves, we lose our **JOY** and creativity and suffer from "**BURN OUT!**" In fact, our students become as "**BURNED OUT**" with us as we do with trying to teach them.

Truly, the best discipline is prevention. The following are some preventive measures to aid you in the control of your class:

TRAFFIC CONTROL - NO GOING OUT OR IN:

Seldom allow bathroom visits! All it takes is one child to start a "Potty Train!" This will probably be your most difficult "traffic control" situation. Just a reminder, most children above the age of 5 can hold themselves through an entire feature length movie. Yes, there will be that exception where a child really does have to go. Look for the tell tale signs; Squirming, etc. **When they DON'T notice you watching them!**

Unfortunately, some of our children have caught on to the idea that the teacher grants restroom trips to children who cross their legs, hold themselves, etc. With time you should learn which children are your regular requesters for bathroom visits, and it is with these children you need to be firm and tell them "After class"; "No now, please sit down". Bathroom requests will die down as the children come to know you are firm on this issue. Try to "put them off" and see if they don't forget. Simply tell them "later". If its **REAL**, they'll come back "later!" **REMEMBER, BE FLEXIBLE FOR EMERGENCIES! - ESPECIALLY FOR THE YOUNG ONES!**

NO MOVING ABOUT DURING TEACHING:

Be sure the children, especially the younger ages, remain in their seat or spot on the floor during story or teaching time. No getting up for any reason! (Need a tissue, ask a question, tattle on someone.) When a child attempts to do any of these they are instructed to return to their seat and wait till teaching is done. Do not acknowledge their explanation or attempt to listen to their request. In a kind and firm manner tell them to stay or return to their seat.

NO INTERRUPTIONS DURING TEACHING:

For the most part, we recommend you have the children hold the questions till after the story or lesson is given. Then have your question and answer period. If you allow questions and comments during the story or lesson, it will draw out the length of time you spend delivering the body of your teaching, You will lose the

interest of the majority of your children because you have drug out this portion of your class time.

KNOW YOUR MATERIAL:

That means BE PREPARED! Plan your lesson format in advance. As a matter of fact, OVER PLAN! Have TOO many things planned for your class. If you run through your lesson and activity quickly you have the confidence of knowing you have something else to do. You won't be stuck trying to come up with some time filler that bores the children and has no bearing on the lesson you've just given. Also, knowing your material WELL enables you to have the confidence in delivering the material in a dynamic and interesting way.

CLASS PARTICIPATION:

There is a great difference between **NOT ALLOWING** questions during your teaching (avoid the raised hands, etc.) and **YOU ASKING QUESTIONS** during your teaching or story. Have your students repeat certain key words or phrases. The younger ages, (preschool to 1st and 2nd grade) love to repeat funny or odd words. They love to make sound effects that will, if placed appropriately, add to your story. Simple yes or no questions **for the upper grades**, keeps those kids on their toes and awake!

BOREDOM:

Sometimes we have trouble in our classes simply because the children are bored. We need to be constantly examining ourselves and our classes. Are we just talking the kids to death? Sure you can keep a kid nailed to his seat, with his mouth zipped shut and when parents come to the door, your class is in rock solid order! But have you made those kids your prisoners for an hour and a half?, or are they your guests? Do you present the word of God in an exciting new way? Do you yourself get excited about what you are teaching? Do a self critique of your class each week and be prepared to make some changes (Howard H. Quote)

HAVE ROAMING EYES:

God does! Are they interested? Whose nodding off? Passing Notes? Visiting with a neighbor? See who needs to be challenged with a question. Pull those wayward ones back into the story.

SET DOWN RULES AND STICK TO THEM!:

Keep them simple and be sure they are known and understood by all.

REMEMBER:

Your No. 1 goal is to minister to children. You are not a baby sitting service! Our children are important to the Lord and He wants *them* ministered to as *much* as their *parents*.

Quick Solutions To Common Problems

SQUABBLING:

- DON'T become entangled in REASONING with the children involved! The younger (nursery to preschool) children are still self-oriented and UNABLE to "reason".
- Remove the cause of disagreement (toy, book, etc.)
- Give simple explanations to reinforce your instructions:

"This is a time to use indoor voices."

"What do you think Jesus would want us to do?"

HITTING:

- Make it clear NO hitting is ever tolerated FOR ANY REASON!
- The children involved should apologize to each other. Should one refuse he/she is to do a time-out, or you may HELP him/her apologize by saying the words for him/her and getting him/her to agree. If this child is particularly out of sorts, he/she probably should do a time-out.

A PROBLEM / AGGRESSIVE CHILD:

- With a consistently difficult child, the only solution is **MAJOR PRAYER**, and consistency. Consistently reinforce the classroom rules. React to the first infringement. While some minor problems can be overlooked (making faces, unwillingness to share) and allowed to pass, **DISRUPTIVE BEHAVIOR** or clearly breaking a classroom rule, cannot be overlooked!
- **Don't** engage in long explanations.
- **Don't** exhibit anger and frustration when dealing with this child.
- Point out the negative behavior and do time-out.
- If this child continues to repeat the same offenses, a word to the parents is suggested.
- **Do** establish a relationship with this child. Only with time and consistency can they conform to good behavior, let alone into Christ's image.
- **Do** pray for patience and extra love for this child and you will see, God is faithful to perform abundantly in this area of your ministry, as greatly as in any other!

CRUELTY TO ANOTHER CHILD:

Children can be cruel to each other. Rejection by one child or a group of children can hurt deeply. If you become aware of such a situation, a particular child being excluded or having difficulty fitting in.

- **Don't** berate or lecture the other children for their unkindness.
- **Don't** force the other children to play with the child.
- **Don't** fawn over the child, making him/her dependent on you.
-
- **Do** step in and give the child some attention.
- **Do** encourage the child with praise for some good action on his part.
- Make him/her a "helper" now and then.

CRYING CHILD:

- **Don't** embarrass the child by telling him he/she shouldn't be crying!
- **Do** let him know you love him/her and care about the situation.

REMEMBER

- **BE DISCERNING,**

too much coddling can encourage some to continue endlessly or even *increase* the volume and emotion!

- **DO** attempt to interest the child in some activity and divert his/her attention from his/her present trouble!

- **CRYING DUE TO ILLNESS:**

If the child doesn't feel well and is weepy, comfort him/her and direct the child to an out-of-the-way spot to lie down. If the illness is serious, (i.e. stomach flu) contact the hallway usher to get the parents.

NOISY CLASSROOM:

- Silent treatment, arms folded, tapping foot, etc.
- **CREATE A QUIET SIGN.**

Some teachers have as a classroom rule some known sign the teachers give which means the class is too loud and to cease all talking immediately or punishment begins This sign could be a finger on the lips or, a finger in the air, etc.

- Add on class time!

FRIENDS TALKING:

- Separate.
- Isolation (child sits out in hall silently for 10 minutes).
- Continued problems should be brought to the attention of the parents. If this is your intention and you inform the child, follow through!

CLASS CLOWN:

- If you have determined that you have a "Class Clown" you must understand that attention and laughter of his/her classmates is his/her sole motivation for his/her behavior in class. In order to achieve gratification (Laughter and disruption) he/she must be visible. First try time-outs, off by him/herself. If this does not deter your clown, try a session or two in the hall way with a helper. If you do not have a class helper, one will be made available to assist you in getting this child under control. In extreme cases, as a last resort, a brief expulsion may be necessary, but only after discussing with your Coordinator of Children's Ministry Director and the parents.

THE BOSSY CHILD:

- The signs of a bossy child; Usually a regular attendee or new is familiar with classroom rules but continues to talk out of turn, usually offering suggestions as to what to do. Tattles. Get out of seat. Helps with out being called upon. **This child** wants to be in charge of **your** classroom. Don't allow it! Consistent enforcement of the policies is required. Give this child an inch and they 'll keep on going.

Inappropriate Actions By Children's Ministry Staff

1. AT NO TIME IS IT PERMISSIBLE TO EVER SPANK A CHILD!

Not even your own, during class time! If **YOUR OWN** children are in your class you must discipline them in private.

2. NEVER yell at a child.

3. DON'T USE SCRIPTURE AS A WHIP.

Scripture **IS** to correct, reprove, and train, (II Timothy 3:16) **BUT** it should be used to bring healing, not sadness. Your attitude in using scripture and delivery of it is the determining factor.

A Word On Parents And Discipline

A word or two of advice concerning your relationship with the parents of a child that needs continual disciplinary action in your class. This child is in your class regularly, and regularly requires some form of discipline two or three times each week. You will need to have a **working relationship** with the parents/parent of this child. Many times these children are in single parent homes and are going through a difficult adjustment period themselves in addition to their parents. Other times it is simply a matter of little or no discipline in the home. **Regardless** of the cause for this situation you need to develop a real relationship with the parents/parent. If they are new believers or members to the church, **YOU** may be their only personal connection at this time. . . . So pray for wisdom and sensitivity!

LOVE: Remember you are a tool that God desires to use, keep the love of Christ foremost in your thoughts and attitudes.

ACCEPT: This perhaps is the key to all else; the accepting of the PARENT AS THEY ARE, AND THE ACCEPTING OF THE SITUATION. As for the PURLEY UNACCEPTABLE BEHAVIOR, offer prayer and support instead of criticism.

RESPECT: When parents tell of their innermost thoughts and feelings, they are showing a trust and confidence in you the teacher that suggests great watchfulness that their confidence never be betrayed.

ADVICE: People don't actually want to be advised, they want SUPPORT! Only offer advice if solicited from the parent.

HONESTY: Parents appreciate a teacher who can be dependent upon to tell things as they are, the pleasant and the unpleasant; a teacher whose word is reliable. Speak the truth in **love**.

DON'T BE AUTHORITATIVE: Remember that parents can do their own thinking and deciding about what is best for their child. There is never just one right way of doing or solving problems!

UNDERSTANDING: Will carry with it the acceptance of the way the parents are thinking, feeling and doing. No judgment or criticism.

DO NOT CONCERN OR BLAME: This is a mark of real maturity when you can accept parents without judging them. This is key to Communicating with the parents without resentment.

SHOCK: Try not to let the parents know that you are shocked at anything said. Respond to surprises with the Biblical perspectives.

LISTEN: Listening can be active, dynamic and vital! It speaks, more loudly than words. Remember "God gave us TWO ears, and ONE mouth!"

Classroom Use Guidelines

Each classroom user must ensure the cleanliness and overall readiness of the classroom after each use. As we have minimal janitorial services in this area, all users are responsible to maintain its cleanliness at all times. These simple guidelines will assist you in this effort.

1. Clean all clutter from desks and shelves and throw away any left over craft materials that are not reusable.

Wash desks after messy crafts!

Please, NO GLITTER.

2. Empty all wastebaskets.

3. Vacuum as needed.

4. Erase all chalkboards/whiteboards.

5. Rearrange all chairs and desks to their original classroom format.

6. Replace all borrowed items to their original locations.

7. If you use it **clean it up!**

8. NO STICKY-GOOEY snacks. NO RED PUNCH!

Up-Stair Classes

IN ADDITION TO THE STANDARD CLASSROOM USE GUIDELINES, THERE ARE A FEW ADDITIONAL REMINDERS YOU NEED TO BE INFORMED OF DUE TO THE SANCTUARY'S THIN CEILING BEING YOUR FLOOR!

1. KEEP CHILDREN SEATED:

Being that the ceiling over the sanctuary is thin, we ask you to keep your children seated for the majority of your class time. Any activity where the children would get out of their seats try to coincide with the adults worship time. The volume of the band is sufficient to play over your movement.

2. RESTROOM VISITS:

IF you do happen to excuse a child to the restroom, (THIS SHOULD BE A RARE OCCURRENCE) remind the child to go down the stairs QUIETLY, or this privilege should be revoked.

3. DISMISSAL POLICY:

FIRST:

MAKE SURE the service is COMPLETELY over.
DO NOT dismiss the children during closing worship or prayer.

SECOND:

PLEASE, dismiss your children row-by-row. We want to limit the number of bodies on the stairway and eliminate any circumstances which might cause the appearance of a stampede! (or the sound of one, anyway.) Please be sensitive of parents waiting for their children, and release them first.

Sensitive Topics

JUST A REMINDER!

Often times sensitive subjects come up such as . . .

HOLIDAYS: Halloween, The Easter Bunny, Santa Claus, Leprecauns, etc. are all delicate subjects that aren't meant to be taught in church. These topics will come up in your classrooms!

We as teachers must teach the truth in these areas. Some topics are better left alone.

CULTS: Mormonism, Moonies, Jehovah's Witness,
THE OCCULT: Astrology, Spiritualism, etc.

Please consult with the Children's Pastor, as far in advance as possible, concerning these topics.

The Children's Pastor should always be consulted and given approval for any topics that will most likely cause parents to ask questions of legitimate concern. He may wish to prepare and anticipate those few people who will "NEED TO TALK TO THE PASTOR" if and when a delicate subject is covered!

ALSO: Your teaching on Communion, Gifts of the Holy Spirit, Baptism, Debatable topics: Calvinism vs. Arminianism . . . Can you lose your salvation?, etc...

(If you're not clear on these)

YES Ministry Overseer's Responsibilities

1. To assist the **YES! (*Youth Entering Service*)** member in their service to the Lord.
2. Give specific duties, i.e., Write children's name on papers; Work areas assigned; Take child to the restroom, etc.
3. Ask YES! member to stay after service to help you clean-up. Please keep in mind that these young people are under the authority of their parents first and that they may need to leave immediately after the service is over.
4. Complete and sign YES! member evaluation. Please be honest.
5. Evaluations are due back to the YES! Supervisor immediately after service. If the evaluation is less than satisfactory or if you encounter some problem with the YES! member, please give the evaluation to your overseer and let him/her know what the problem was. Never reprimand the YES! member yourself. YES! Ministry Overseer will speak to the YES! Ministry Member to let them know what the problem is.
6. YES! name badge must be returned to the YES! Ministry Overseer along with the evaluation form. Please do not take them home.

NOTE: Please keep in mind that these young people are works in progress, being trained to serve the Lord for a lifetime. As a leader, you have a special role in helping to develop their character and their love for ministry. Grant these young people grace and room to grow. Do not expect perfection.

YES! Member Service Evaluation

YES! Member Name: _____

Date: _____

Service:

SUN AM 1 2 3 SUN PM WED PM THURS PM

Assignment:

Please Circle One thru Ten that would best reflect the YES! member's qualities described in 1 Timothy 4:12-16.

Please write a brief comment on the overall attitude-summary line. Thanks and God Bless you!

| | | |
|-------|---------|-----------|
| Needs | Above | Super |
| Work | Average | Performer |

1 2 3 4 5 6 7 8 9 10

1. Speech (my words glorify the Lord)

1 2 3 4 5 6 7 8 9 10

2. Conduct (my actions glorify the Lord)

1 2 3 4 5 6 7 8 9 10

3. Love (my love for the Lord is reflected in my service)

1 2 3 4 5 6 7 8 9 10

4. Faith (my commitment to the Lord is reflected in my service)

1 2 3 4 5 6 7 8 9 10

5. Purity (my word, actions, and attitude reflect my desire to be holy)

1 2 3 4 5 6 7 8 9 10

6. Overall Attitude (Summary)

Teacher's Signature _____

Please return to YES! Ministry Overseer.