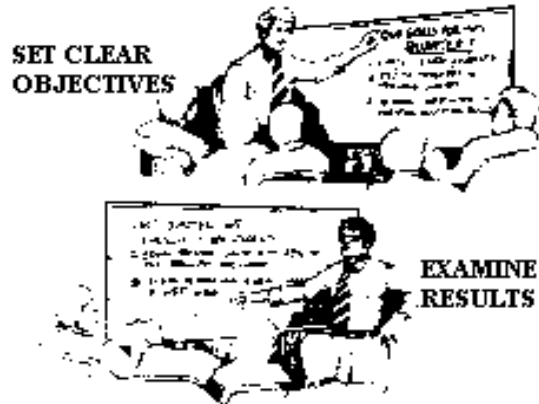


TEACHING GOAL AND PURPOSE

OBJECTIVES OF A CHRISTIAN EDUCATION DEPARTMENT

There is an old expression that says, “If you aim for nothing, you are sure to hit it.” Another expression says, “If you don’t know where you’re going, any road will get you there.” Certain objectives are required to guide churches in fulfilling their reasons for having a Christian Education department. The following list indicates a number of main objectives.

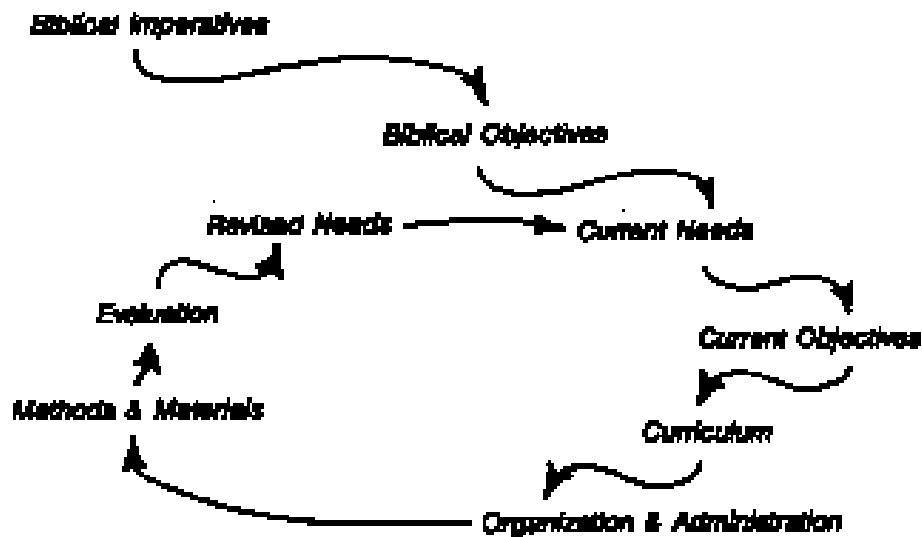
- I. To understand and experience Biblical truth.
- II. To train and equip believers to become ministers for God and His church (Ephesians 4:11-16).
- III. To encourage a greater commitment to the Lord, the Church, and the world.
- IV. To encourage the development of participatory roles to ensure a unity of purpose throughout our various ministries (Ephesians 4:3).
- V. To teach and encourage the use of spiritual gifts (I Corinthians 12).
- VI. To ensure that no ministry begins unless the following areas are seriously considered:
 - A. **Worship** Ephesians 1:11-14
 - B. **Prayer** Ephesians 1:15-21; 3:14-19
 - C. **Evangelism** Acts 4:33; 10:42
 - D. **Discipleship** Matthew 28:18-20
 - E. **Fellowship** I John 1:3,6,7



“The overwhelming and all-encompassing objective of the church is total Christian maturity for all its members.”

BALANCING OUR CHRISTIAN EDUCATION PROGRAMMING

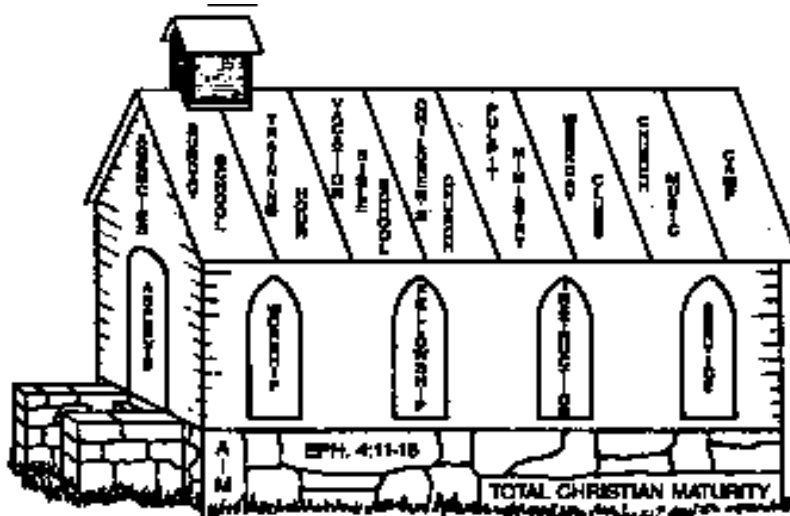
Now that we have established our objectives we all need to understand how these objectives will be met. One of the most important concerns in a successful Christian education ministry is to maintain a balance in every ministry. A process of organization will enhance the principles of unification and correlation.



This cycle begins with two unchangeable “*support systems.*” A ***Biblical Imperative*** can be summed up in the Great commission (Matthew 28:18-20) given by Jesus Christ. A ***Biblical Objective*** has already been highlighted in the “*Biblical Philosophy of Christian Education.*” Once these two are established there is no need to change them.

Next, you must to evaluate your “***Current Needs***” and set your “***Current Objectives***” in relation to those needs. You’ll need to then select the proper ***Curriculum.*** Curriculum is constantly improving and therefore should be consistently evaluated. Then develop an adequate “***Organization and Administration***” based upon your present as well as your projected future needs. Teachers need to be informed of all resources of ***Methods and Materials.*** These should also be consistently updated and expanded. One of the reasons for having a Christian Education Superintendent/Director should be to constantly ***Evaluate*** your programs and propose ***Revisions*** as necessary. This is where constructive feedback from those involved is of utmost importance. This is where the Christian Education cycle continues to “*fine-tune*” its balance.

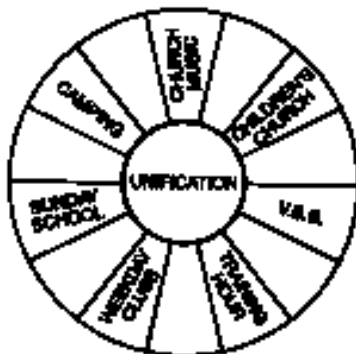
THE EDUCATIONAL AIM ASPECTS – AGENCIES



The foundation of any building must be laid before the structure is raised above it. The foundation which most have chosen to build upon is to fit each “**living stone**” (I Peter 2:5) into their place of ministry in order that the entire church body may reach total **Christian maturity**. This will take place as we continually “**equip**” God’s people for works of service (Ephesians 4:11-16). This should continue to be your main *AIM*.

This aim will be realized through various *ASPECTS* of our varied ministries. These include **worship, fellowship, instruction and service**. No ministry should begin unless it meets with the four aspects just mentioned. Several *AGENCIES* can be used to balance your Christian Education programs. These are by no means close-ended (cf. General Organization Structure).

Each of these agencies must be expected to work in harmony with each other. To do so, everyone needs to strive for a spirit of unification. **Unification** will be the hub which will hold the wheel (agencies) together.



UNIFICATION—CORRELATION WHEEL

CREATING A MISSION'S STATEMENT

All effective organizations have some sort of a purpose statement. It identifies the heart of the organization, its purpose for existence, as well as identifying the key objectives of its operation. As churches, our main purpose statement is found in the Bible. It is further helpful to understand how your individual church fits into God's plan. No church can accomplish everything as listed in the Bible. Yet we can usually be effective in several areas at one time. These areas essentially become the purpose statement of the church.

Once this mission statement is completed, every ministry needs to be filtered through it to evaluate whether it should begin and also how it should begin. This will insure a meaningful and responsible ministry in the local church. Consider the following mission statement that helped one church decide which direction to take.

The Mission Statement for Overview Church is "***To Know Christ and Make Him Known.***" This is further implemented by the strategy of five T's: **Time, Talent, Testimony, Treasure, Togetherness.** The church seeks to fulfill its mission by exalting Jesus Christ in the wise use of our **time**; equipping people to serve Jesus Christ by the use of our **talents**; engaging people to follow Jesus Christ by means of our personal **testimony**; funding ministries through the giving of our **treasure**; and encouraging fellowship in Jesus Christ by means of our **togetherness.**

The mission statement for the adult program of Overview Church is to provide activities and events for adults that meet their needs, teaching them about Scriptural truths and enabling them to grow spiritually and further understand **Time, Talent, Testimony, Treasure, and Togetherness.**

Some prefer using the term, "*Setting a Clear Vision for their Church.*" A vision statement does not need to be elegant. It must though, include the core values of what the church believes and how they will work toward achieving what is important to them. Leadership must articulate the vision if the congregation is to follow. Yet a vision must become more than just that of a pastor's vision. It must also be imparted to the people in order to become their vision as well. Even the clearest vision will do little to restore faith, create hope, or generate the motivation to act if it does not become the living vision of the church.

It has been found that the initial **vision** usually needs to be set by the founding pastor who was led by God to originally plant the church. This is the statement of where the church is heading. The next step is creating the **mission statement** which is really the purpose for the church's existence. The pastor usually includes his core leadership in developing this statement. The next step is how the church will operate; what **principles** will govern its operation? It is then important to set up **policies** of what the church will do in its day-to-day operation. The final operating **procedures** usually fine tune the ministry.

MISSION STATEMENT FOR FOUNTAINGATE CHRISTIAN ASSEMBLY

**A Great Commitment (II Corinthians 8:5)
To a Great Commandment (Matthew 22:37-40)
And a Great Commission (Matthew 28:19-20)
Will grow a Great Church (Acts 2:47b)**

OUR MISSION STATEMENT

We are devoted to leading people into a vibrant relationship with Jesus Christ through *membership* into His family by developing a Christlike *maturity* by means of equipping the saints for active *ministry* in the church as well as designing purposeful opportunities for *missions* in order to exalt and *magnify* God's name.

FIVE MAJOR TASKS OF THE CHURCH

- 1. Worship** - We MUST love the Lord our God with all our hearts
- 2. Ministry** - We MUST equip the saints for the work of the ministry
- 3. Missions/Evangelism** - We MUST effectively communicate God's Word
- 4. Fellowship** - We MUST encourage many opportunities for purposeful fellowship
- 5. Discipleship** - We MUST educate, equip and edify one another.

OUR FOCUS WILL BE

Encourage Through Celebration of enthusiastic praise & worship; anointed preaching & teaching; individual and corporate prayer

Equip Through Commitment to guided Bible study; biblical counseling; communion & water baptism; through service opportunities & ministries of stewardship; purposeful fellowship

Extend Through Community involvement at home and overseas missions support; sending out trained missionaries.

FIVE LEVELS OF LEARNING

**KNOWLEDGE
PERSPECTIVE
CONVICTION
SKILLS
CHARACTER**

RESULTS AND REWARDS

God's **PURPOSE** to Live for (**MISSION**)
God's **PEOPLE** to Live with (**MEMBERSHIP**)
God's **PRINCIPLES** to Live by (**MATURITY**)
God's **PROFESSION** to Live out (**MINISTRY**)
God's **POWER** to Live on (**MAGNIFY**)

FOUNTAINGATE CHRISTIAN ASSEMBLY CHRISTIAN EDUCATION POLICY STATEMENT

This policy statement is designed to answer some of the most common questions and areas of concern for Christian Education teachers. All of the guidelines listed below are required to be followed in a pleasant attitude. These expectations are for your benefit as well as your students. Along with the privilege of serving God, we must always seek to fulfill certain responsibilities. Please read (and reread) with prayerful consideration the following guidelines and then set your standards accordingly.

A. ATTENDANCE: Perfect attendance is required of every teacher wherever possible. Sickness or prescheduled holidays are, of course, acceptable reasons. Any teacher(s) who is consistently absent will be approached and possibly graciously dismissed from this area of service if the necessary changes cannot be made.

B. ABSENTEEISM: In the event of absenteeism, the teacher must notify the Director of Christian Education (and/or Coordinator). A completely prepared lesson needs to be given to the replacement teacher.

C. ASSISTANT & SUBSTITUTE TEACHERS: All teachers, before being asked to serve in this capacity of ministry, must be approved by the Church Elders. These teachers will be expected to follow the process of screening as listed in the *“Policy to Protect.”* It is also best for these teachers to attend any planning/training conferences as well as seminars that are conducted by the Christian Education Department.

D. CHRISTIAN EDUCATION PLANNING/TRAINING CONFERENCES & SEMINARS: These monthly meetings are vital for the smooth operation of the Christian Education ministry. During these meetings we will discuss necessary changes, solve problems, communicate ideas, train, evaluate, offer helpful information and grow in unity.

E. TEACHER TRAINING: We are encouraged throughout Scripture to grow in our knowledge and understanding of God’s Word and how to apply its truth to our life (Colossians 1:6). It is important to attend a weekly service/teaching time so that you can also be taught the Word of God. Jesus grew to become the ultimate example – the Master Teacher. His Word is necessary for Christian maturity.

Our endeavor is to consistently offer training which will equip every teacher to successfully fulfill their ministry. Monthly Conferences and Annual Training Seminars will be used to fulfill this ongoing task.

F. TRAINING MANUAL: All teachers will be required to maintain and consistently study their manuals. This manual should be brought to every conference. A half-hour will be devoted for an ongoing training time.

G. CURRICULUM USAGE: To maximize a proper unity and organization throughout the year, we will only allow the use of an approved curriculum. All electives and new curriculum must be approved by the Church Eldership.

H. CLASS DISCIPLINE AND CONTROL: If a problem arises in this area, you are requested to carefully, prayerfully and lovingly attempt to solve it. If further help is required, contact the Christian Education Director. If parents need to be informed, the Christian Education Director will do so. You may be asked to attend the meeting to clarify what the problem was.

I. DRESS: Every teacher is to be a model before his/her pupils. Appropriate attire is an indication of a teacher's attitude toward the ministry they are serving in. Therefore, only modest clothing is requested to be worn (I Corinthians 12:23).

J. TIME OF ARRIVAL: in order to insure that your classroom is completely organized and ready for your students, you are requested to be in your classroom at least 15 minutes before the service begins. In certain cases, pre-lesson activities should be considered for early comers.

K. RECORDS AND FOLLOW-UP: Every teacher should aim for accurate, clean records. Do not assign this task to your students (adult classes exempt). Proper records of attendance, visitors, and absentees are necessary for proper follow up. Every teacher is expected to do their own follow up. Please do not neglect this important area. A suggested procedure for absentees would be:

- 1st Time – Phone call
- 2nd Time – Letter or card
- 3rd Time – Home Visit

L. SPECIAL OUTINGS AND EVENTS: Teachers who wish to conduct a special outing (i.e., - birthday or farewell party; camp out, etc.) Are requested to inform the Christian Education Director. A signed **Waiver and Medical Release Form** (See Appendix - p. 93) will be required on each and every event. An information sheet needs to be given to every student well in advance so parents/guardians have questions answered. See the Director of Social Events for help. The **Guidelines for Outings** (See p. 90) and **Check Off List for Outings** (See p. 91) as well as the **Emergency Accident Procedure** (See p. 92) should be closely followed.

Your cooperation will also be much appreciated when we have Church picnics as well as Christmas and Easter programs.

THE TEACHER'S HEART, CALL, AND GIFTS

Someone has suggested that we face three basic problems in utilizing people in the service of Christ through the church: **misuse; disuse, and abuse.** The first is a reference to the employing of unqualified teachers and workers; the second, to the many uninvolved Christians who throng our church pews; and the last, to the problem of overburdened workers in the church.

The portion of Scripture found in Matthew 9:35 – 38 indicates that there is a necessity for Christian laborers. Any Christian who is unwilling to share their responsibility for service is demonstrating a lack of spiritual maturity. This person needs to reevaluate the demands placed upon their time, talent and treasures.

Teachers should always recognize their students not by what they are, but rather what they may become. This vision and this faith are results of calmly recognizing the potential of every person you teach. The problems we may encounter in teaching are only of passing significance when compared with the lasting importance of helping an individual find eternal life.

I. The Teacher's Heart - It is a vital prerequisite that every effective teacher have a vital Christian experience. The teacher who has never been called to discipleship, will never adequately disciple another. Samuel McComb once wrote, *"No eloquence of tongue, no charm of manner, no artistry of homiletics can atone for a lack or a loss of a vital inward experience of a spiritual reality."*

Teachers must also have a heart to enlarge their knowledge of the Word of God. The mind must be cultivated as regularly as the spirit is. This will require great discipline. No one can be a true disciple without a disciplined heart. The time of study needs to be safely guarded. Halford Luccord reminded us of the extent of this discipline when he titled the chapter of his book *"To Toil Like a Miner Under the Landslide."*

Teachers must also have a heart to pray. Charles Spurgeon once said, *"To you, as the ambassadors of God, the mercy seat has a virtue beyond all estimate: the more familiar you are with the court of heaven the better you shall discharge your heavenly trust."* It is without question that the best and holiest ambassadors have made prayer an important part of their preparation. We need to stand like the Old Testament priests wearing the living ephod and a breastplate containing the names of those we represent pleading for them within the veil of prayer.

Teachers must finally have a heart that is pure. Isaiah the prophet warned those who carried the message to, *"Depart, depart, go out from there! Touch no unclean thing! Come out from it and be pure, you who carry the vessels of the LORD."* (Isaiah 52:11). We must take care of our character and the LORD will take care of our reputation. The beatitudes need to be our attitude (Matthew 5:1-11).

II. The Teacher's Calling

Before ascending into the heavens at the close of His earthly ministry, the LORD spoke to Peter saying, *"Feed my sheep"* (John 21:16). Every teacher is called to fulfill this same task that Peter was given. What the LORD asks is that you make this spiritual food so attractive that those you teach will eat of it hungrily, digesting and assimilating it, for only then will the sheep be truly fed.

God commanded Moses to deliver Israel from bondage. Moses' concern over the assignment prompted him to ask God, *"Who am I, that I should go to Pharaoh, and bring forth the Israelites out of Egypt?"* (Exodus 3:11). Even after God promised to be with him in his endeavors with the Pharaoh, *"Moses said to the LORD: O LORD, I have never been eloquent, neither in the past nor since you have spoken unto your servant. I am slow in speech and tongue."* (Exodus 4:10). The LORD was not concerned with Moses' weaknesses. He told Moses that he would be with him as he faithfully served.

Throughout the Scriptures we find that God called men to speak on His behalf. The prophet Isaiah was called by God to open their eyes to the Messiah (Isaiah 6:6 – 8). Jeremiah was called was a prophet to pull down and destroy before building and replanting (Jeremiah 1:4-10). The prophet Ezekiel was sent to a rebellious nation (Ezekiel 2:1 – 3). We need to all be ready vessels for the Master to use. (II Timothy 2:21). When the LORD ascended into the heavens He gave gifts to men which included teachers (Ephesians 4:11).

The LORD is still calling people to bring the message of the gospel to their generation. It is so important that we respond positively to the call of God upon our lives to share the Word of the LORD. The apostle Paul challenge the early church by saying, *"How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them? And how can they preach unless they are sent? As it is written, 'How beautiful are the feet of those who bring good news!'"* (Romans 10:14)

In his college, Charles Spurgeon would say, *"If you can do anything else do it. If you can stay out of the ministry, stay out of the ministry."* He believed that only those who are certain of their call would not be able to resist it. History has shown that those who are the most hesitant seem to be often greatly used of God (i.e. - Moses, Gideon, David).

A preacher and teacher must always be natural and unselfconscious. If they are trained to become conscious of their hands, or what they do with their head, they are being taught incorrectly. Instead, they should recognize their complete dependency upon God.

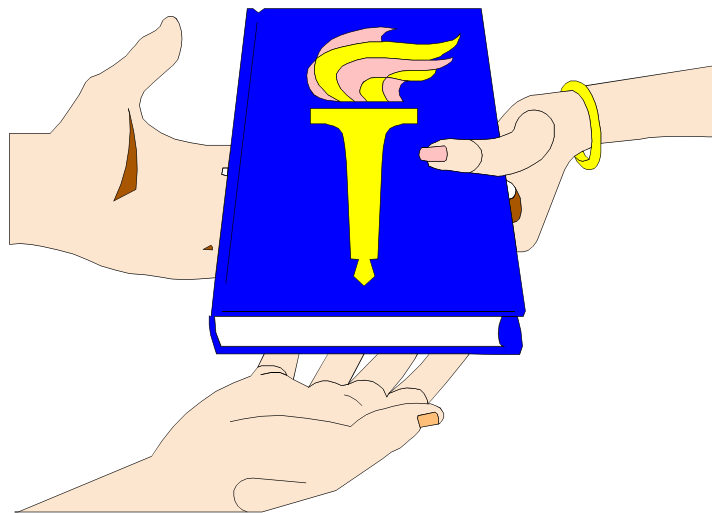
III. The Teacher's Gifting

Some lack confidence in either their personal abilities or in the organizational structure of the church. Every teacher must realize that the Holy Spirit can be trusted to teach them as they strive to mature. Some churches would have more teachers if they would improve the organization of their Christian Education Ministry. No one wants to be involved in either confusion and chaos.

There is a necessity for a job analysis in order that every worker can satisfactorily function in a given role. Anyone considering teaching should be given a **Scope of Ministry** (See pp. 84-89) so they can decide whether they can undertake the task.

The greatest gifting that anyone can receive is that from the Holy Spirit. Every teacher needs to place complete dependence upon the Holy Spirit. He is able to offer us guidance in our study, selection of Scripture verses, as well as empowering us to deliver the lesson and overcome the spiritual forces that battle against us. When John Calvin began ascending the pulpit stairs, he would pray with earnest, "*Come, Holy Spirit, come.*"

No matter how gifted a person is, they must give careful attention to their physical health. Good health is closely related to good disposition, optimistic outlook, clear thinking, and physical vitality. Long hours of study need to be balanced by a careful diet and regular exercise. Every teacher should take time to relax.



IV. The Understanding Teacher (A paraphrase of I Corinthians 13:1–13)

Though I teach with skill of the finest teachers
And have not understanding
I am become only a clever speaker and charming entertainer,
And though I understand all techniques and all methods
And though I have much training, so that I feel competent,
But have no understanding of the way my pupils think,
It is not enough.

And if I spend many hours in lesson preparation
And become tense and nervous from the strain,
But have no understanding of the personal problems of my pupils,
It still is not enough.

The understanding teacher is very patient, very kind;
Is not shocked when young people bring him their confidences;
Does not gossip; is not easily discouraged;
Does not behave in ways that are unworthy,
But is at all times a living example to his students
Of the good way of life of which he speaks.

Understanding never fails
But whether there be materials, they shall become obsolete;
Whether there be methods, they shall become outmoded;
Whether there be techniques, they shall be abandoned;

For we know only a little, and can pass onto our children only a little;
But when we have understanding then all our efforts will become creative,
And our influence will live forever in the lives of our pupils.

When I was a child, I spoke with immaturity
My emotions were uncontrolled, and I behaved childishly;
But now I am an adult, I must face life as it is with courage and understanding.

And now abideth skill, devotion, understanding,
These three,
And the greatest of these is understanding.

E. B. Riviniua

BIBLICAL PHILOSOPHY OF CHRISTIAN EDUCATION

Many of the problems now existing in church educational programs stem from the lack of clearly defined explanations of what we are attempting to do (our objectives). The other great problem is that we have failed to explain how we will meet those objectives. The majority of successful churches are developing a philosophy of Church Education in order to overcome this problem. We need to recognize the essential ingredients in order to have a successful Christian Education ministry.

I. Christian Education Must be God-Centered

Do not attempt to prove the existence of God – simply accept His existence by faith. The Bible assumes His existence without room for doubt. Do not stifle honest investigation, but rather lead all inquires to the Word of God.

The triune God (God the Father, God the Son; and God the Holy Spirit) needs to be consistently acknowledged. Any form of man-centered (secular humanism) education should be avoided at all times.

II. Christian Education Must be Bible-Centered

Make every conscious effort to communicate the Bible as your source book of truth. Strive to develop skills which will enhance its truth. Also strive to exceed beyond the transfer of knowledge in order that your students make life applications.

III. Christian Education Must be Interaction-Centered

Consistently avoid using methodology that is teacher-centered and not student-centered. The importance of interaction in the learning experience is Biblically portrayed by Jesus, the Master Teacher (i.e., - Nicodemus, woman of Samaria). Place an emphasis on:

Relevance
Activity and participation
Problem-solving techniques
Interest and dialogue
Concern for students needs
Creativity

IV. Christian Education Must be Love-Centered in Discipline

Discipline should not be equated with punishment. Strive to narrow that path thereby guiding students in the right way. Recognize that properly enforced guidelines are an expression of love (Hebrews 12:6). An occasional stern rebuke may be in order, but never the teacher's loss of control in word or deed. A Love-Centered Discipline will tend to eliminate the ineffectiveness found in certain teaching environments.

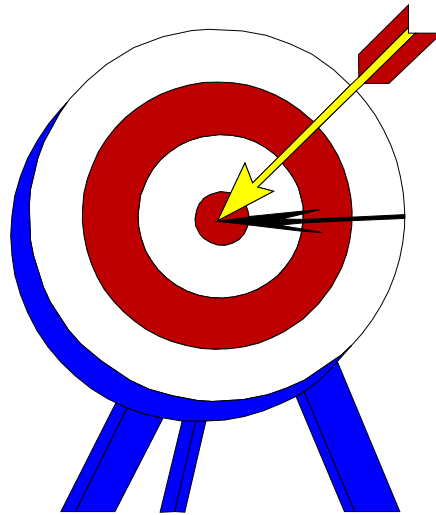
V. **Christian Education Must be Growth-Centered**

The final objective of our Christian Education programs will be evident in the student's maturity in Christ (II Peter 3:18). Evaluate the growth response of your students by asking the following questions.

- A. Do my students *know* the truth?
- B. Do my students *understand* the truth?
- C. Do my students *practice* the truth?
- D. Do my students *perceive* truth in themselves?
- E. Do my students *relate* this truth to others?

“Effective Christian Education should teach the soul to love God and man while it encourages the Spirit to grow close to the very heart of El Shaddai where it is nourished and tended by Him.”

Your Christian education program needs to follow the above guidelines to ensure that your objectives are met. The main purpose of Christian Education is to aid in raising students to their highest level of spiritual maturity. Their Christian walk will then strive for maturity in all other areas of their lives as well (emotional, social, physical, etc.).



TEACHING PRINCIPLES - A

There was a time when people believed the axiom “*teachers are born, not made.*” However, recent educational research indicates that many abilities that were once thought to be inborn were actually acquired habits and skills. Although some have more teaching abilities than others, you can be assured of success if you follow recognized learning principles, are enthusiastic about teaching, love your students, and are thorough in your preparation. There are **Seven Essential Laws of Teaching** that must be followed. (Adapted from “*Teaching Techniques for Christian Education*” - ETTA)

I. The Law of the Teacher

**A teacher must be the one who knows
the lesson or truth or art to be taught.**

A teacher should always know more than they have time to teach. This of course requires steadfastness in study and investigation into the subject. It will require resources as well as time to study. There will need to be time for blood, sweat and tears to be shed. Good teachers are praying, while poor teachers are playing. Teachers always need to be ready to answer the unexpected questions and solve problems which may arise. They should also know their students well enough to bring their own knowledge to bear in the life of the student.

II. The Law of the Learner

**A learner is one who attends
with interest to the lesson.**

In his instructions to his teachers Charles Spurgeon said,

“Get the children’s attention. If they do not hearken, you may talk, but you’ll speak to no purpose whatever. If they do not listen, you go through your labors as an unmeaning drudgery to yourselves and your pupils too. You can do nothing without securing their attention.”

A. Attention

Preschool children have only brief attention spans, perhaps one minute for each year of age. Primary children will have an increasingly lengthened period of sustained attention. They begin to appreciate their own abilities and enjoy longer periods of thought or discussion. By the middle of the first grade or during the second grade, well-trained students begin to make the transition from much physical activity to the enjoyment of mental exercise. Their attention span becomes noticeably longer.

As soon as students arrive in the classroom get them involved in a creative thought-provoking activity. If the first activity attracts their attention, you'll be better able to keep it throughout the lesson. At any grade level you are wise to seek first to gain attention, then to retain it, and finally to turn their attention into interest.

B. Interest

Sustained attention is dependent on interest. It is comparatively easy to gain and hold the attention of an interested student. There are things that may temporarily distract their attention, yet a skilled teacher will regain it quickly. Ability to gain and maintain interest will depend upon these factors:

1. Discovering the students plane of thought
2. Guarding against outside distractions
3. Providing a lesson suited to the student's capacity
4. Enlisting the student's cooperation in the lesson

Attention and interest are directly related to motivation. Motivated learning is that which is desired by the student. The quickest route to motivated learning is by gearing the lesson to the needs of the students. If learners are involved in activities that seem worthwhile to them and that meet their needs, attention and interest will be maintained.

III. The Law of Language

**The language used as a medium between teacher
and the learner must be common to both.**

Ordinarily you will have a larger vocabulary than your students. To communicate effectively, however, you must limit yourself to the language level that your students understand. If you fail to follow this law, your students will not comprehend what you have to say. Use language that is clear and vivid to both you and your students. The following tips may help:

- A. Study constantly and carefully the language of your students
- B. Secure from the student as full a statement as possible of their knowledge of the subject
- C. Express yourself as much as possible in the language of your students
- D. Use the simplest and the fewest words that will express your meaning
- E. Use short sentences, of the simplest construction
- F. Repeat your thought in another language, if possible with greater simplicity
- G. Help the meaning of the words by using illustrations
- H. When it is necessary to teach a new word, give an idea before the word
- I. Try to increase the numbers of the student's words, and at the same time improve the clearness of the meaning
- J. Encourage students to interact at appropriate times
- K. Frequently test the student's understanding of the words that you use
- L. Avoid figurative language with children

IV. The Law of the Lesson

The lesson to be mastered must be explicable in terms of truth already known by the learner – the unknown must be explained by means of the known.

This Law deals directly with the lesson or the truth to be taught. It is fundamental to all learning. Begin with what is already well-known to the pupil of the subject and with what they have experienced – and then proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.

If the subject is entirely new, a known point must be sought. This law of association or contact is basic for all mental development. New truths can be understood only in terms of old truths.

Jesus was a master of this law. He knew that His hearers were familiar with the Old Testament. His crucifixion was likened to the lifting up of the brazen serpent in the wilderness. His burial and resurrection were likened unto the experiences through which Jonah had passed. The times of His return were to be like the days of Noah. He often portrayed future events in terms of things that had already happened. To observe this Law you should be aware of several related procedures.

A. Relate to Former Lessons

When a teacher returns to a former lesson, they are usually on familiar ground with their students. Every review is a demonstration of this Law.

B. Proceed by Graded Steps

Athletes continue to set goals at levels they have not yet attained in order to gain further achievements. A student should fully grasp a truth before the next step is explored and understood. New ideas become part of the student's knowledge and serves as a starting place for each fresh advance. Those who observe this principle, progress more rapidly and reach higher achievements.

C. Illuminate by Illustration

When the advancement is too rapid for the mind to follow, references to known scenes permit the understanding to catch up. Figures of speech – such as similes, metaphors and allegories – have sprung up out of the need of relating old truths and familiar scenes and experiences to the new lesson.

D. Guide Toward Transfer of Learning

The law of the lesson also applies to the transfer of what students have learned in one situation to another. When students have learned to obey their mothers and fathers, will they also obey the LORD?

If the known situation and the unknown are similar and have enough elements in common, learners may be able to transfer their insight from one situation to the other. You have the responsibility to help your students see the common elements and the broader application of Bible principles.

V. The Law of the Teaching Process

**Teaching is aroused by using the pupil's mind to grasp
the desired thought or to master the desired art.**

It is not enough for students to learn Bible facts. They must begin to live Bible truths. Your job is not complete until you arouse interest on the part of your students and helped them begin to make the Bible teaching a part of their own lives. (See p. 94)

To accomplish this, you must deal with the students as individuals, leading them to think for themselves. The learning processes are quickened when students become independent investigators. Good teachers provide favorable conditions for self learning. They do not merely impart knowledge but stimulate their students to acquire it.

A. Provide Thoughtful Material

In order to compare, criticize, judge, and reason, the mind must work on the material in its own possession. For that reason, students need factual information which will serve as the basis of thought. Education is in part a drawing out process, but teachers cannot draw out knowledge that has not been previously implanted in their students.

B. Provoke Investigation

It is important to arouse the spirit of investigation. Rich education processes begin when students ask -- who, what, where, when, why and how. It was the falling apple that caused the inquiring mind of Newton to ask the question about gravity. You should stimulate this natural quest for knowledge, as well as a natural desire for expression.

C. Provide Satisfaction

When students derive pleasure from what they are doing, they're more likely to continue the activity. This is known as reward or reinforcement. The tendency is to repeat those experiences which are satisfying and avoid those which are not.

VI. The Law of the Learning Process

**Learning is thinking into one's own understanding
a new idea of truth or working into habit a new art or skill.**

Effective teachers arouse and guide the self activities of their students. Teachers also evaluate the student's responses. They help students to evaluate new truths and translate them into the arts and skills of basic daily living.

The work of education is more the work of students than of the teachers. True learning is more than repetition. Original discovery is a thrilling, stimulating process. The discoverer borrows facts known to others and adds that which he has learned by experience. Teachers use this law to guide students to be independent investigators. There are three distinct stages of learning; **reproduction, interpretation, and application.**

A. Reproduction

It is possible to reproduce the exact words of any lesson by committing them to memory. However, students who do not understand what they have memorized do not possess the lesson. Real learning requires that students be able to express the content of the lesson in their own words and in terms of their own experiences.

B. Interpretation

When students are able to advance beyond the memorization of facts, they give the evidence that learning has taken place. And when they are able to express their own opinion of these facts, they understand what they have learned. Failure to insist on original thinking is a common fault of untrained teachers. Good teachers ask “*Why?*” so that students learn to think for themselves.

C. Application

No lesson is fully learned until it is applied to life. Expressing an opinion may exercise the mind, but applying knowledge affects the will and transforms the life of the learner. If practical, personal application is neglected, students will be “*ever learning, and never able to come to the knowledge of the truth*” (II Timothy 3:7). A mere head knowledge will not result in a life changing, transforming operation of the grace of God.

VII. The Law of Review and Application

The test and proof of teaching done must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught.

Business sessions often begin with the reading of the minutes of the previous meeting, and close with a report of that day’s proceedings. They are reviews of what has transpired – at the beginning and the end of the meeting. Review reinforces previous learning; it deepens its impression by linking it with new ideas. It seeks new applications and corrects any false ideas that may have arisen. This Law involves a knowledge and practice of three areas of emphasis.

A. Strengthen and Perfect Knowledge

Although repetition is often involved in the process, review is more than repetition. It is an attempt to refocus facts and principles. It is also the opportunity to gain deeper insight and tie previous knowledge to new situations. The student will not catch nor retain every detail in the first reading of a book. So it is with Bible study. No other book needs more careful reading and studying. A review of familiar, favorite passages will often reveal new illumination.

B. Remember and Confirm Knowledge

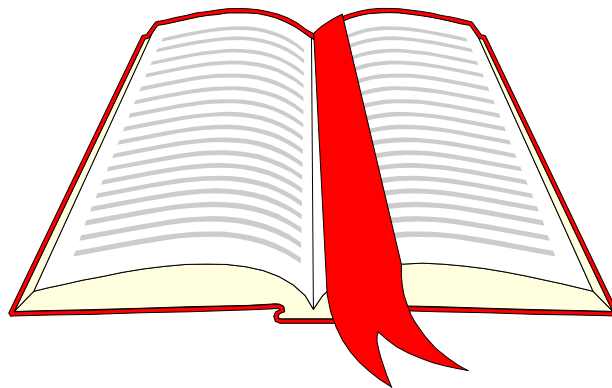
Review familiarizes and strengthens through association of ideas. A person who is introduced to a group of people may not remember many of their names. Later, when he sees and talks with the member of this group, however, he will review the names and his memory will be strengthened. What is repeatedly reviewed will become permanently remembered and used.

C. Apply and Practice Knowledge

Frequent, thorough review renders knowledge readily useful. The Scriptures which help us most are those which have been applied and used. These verses are remembered when necessity demands. Truths which have become familiar by repetition can shape conduct and mold character. The “*line upon line and precept upon precept*” rule of the Bible is a recognition of this truth. Review is an important and necessary activity. It is not a time-consuming drudgery. Teachers who review make their teaching complete.

For Review

1. What is the law of the teacher?
2. What is the quickest route to motivated learning?
3. Suggest six ways that the teacher can observe the law of language.
4. List some ways that good teachers advance self learning among their students.
5. Why is satisfaction important in learning?
6. Define the law of review and application.
7. Why are illustrations and figures of speech useful in teaching?
8. Suggest some ways by which the teacher may gain and maintain the student’s interest.



TEACHING PRINCIPLES - B

Now that we have looked that the **Seven Laws of Learning**, we need to also look at the **Seven Principles of Biblical Teaching**. We believe that God is a God of order. There are God-ordered rules for propagating knowledge. These next Seven Principles of Biblical Teaching are vitally important.

I. Principal # 1

Teaching of “Lifestyle Christianity” is productive only when the teacher properly understands the role of Scripture and is personally committed to communicate the Word of God as “life changing” truth.

A. Questions that Teachers of Scripture Must Answer

1. What do we believe about Scripture?
2. Why do we believe what we believe?
3. Do I believe it? (Compare your lifestyle)
4. How does my communication support my conviction?
5. Am I communicating “*a pocket of information*” or “*a life altering truth?*”

B. Progressive Teaching Necessitates Progressive Learning

- you cannot teach out of an old repertoire of material
- God gave fresh manna every day
- “*give us this day our daily bread.*”
- the teacher should never expect students to grow beyond which he or she has personally grown

C. Legalism vs. Love Relationship (Romans 5-8)

- Is the Scripture primarily a body of truth whereby we regulate our lives or a code of ethics; law of life?
- blessings from Mount Gerizim, cursing from Mount Ebal (Deuteronomy 27,28)
- maintain a proper balance between Law and Grace

II. Principal #2

**Learning best occurs when the teacher properly understands
his/her role in the teaching – learning process**

A. History at a Glance

1. The Hebrew History

- the family
- the faith community
- lifestyles – memorials, symbols, ceremonies
- the priesthood (Eli, Samuel)

2. The Early Church

- the family
- the faith community
- lifestyle
- the Priesthood of Believers < teaching ministry >

B. Some Perceptions of the Teacher's Role

1. Authoritarianism

- The teacher is the authority
- The teacher is the interpreter of Scripture
- The teacher is the explainer of truth
- The teacher is the applier of truth

Appraisal: This provides the seeds for all cultism. This is the message you need and I am the authority on it. I will feed you. The student develops no dependence apart from the teacher.

2. Teacher-Learner-Student

- The teacher is a fellow student
- The teacher is the organizer of the search
- The teacher is a model of the discovered truth
- The Word remains the authority

Appraisal: Teachers instruct the Word of God only in terms of their own submission to the Word, not according to their own knowledge of the Word. The teacher's goal is to lead the students to an independent/dependence on the Word.

C. Guidelines for Teachers

1. Inadequacy

- Teachers need to recognize their inadequacy
- unable to accomplish the work in our own strength
(Philippians 4:13; II Corinthians 12:10)

2. Accountability

- exceeding “*have I taught?*” But rather “*have they learned?*”
- teachers are accountable to the Word of God, their students, and the body of Christ

3. Appointment

- teachers are appointed as guardians of truth
- teachers need to prepare accordingly

4. Involvement

- must understand nurturing
- must move beyond academically involved and get involved in the life of the student
- the classroom is in many ways the least important part of teaching

D. The Teachers Role in Learning

1. Meaning vs. Facts

- from “*here is truth*” to “*here is an application of truth*”
- here is how to make it personal, here is how to apply it

2. Activity vs. Passivity

- never sufficient to be a first-class teacher if you are the sole participant
- you are not to entertain but to teach

3. Guide vs. Teller

- information is the only commodity exchanged when telling; while learning is exchanged when one is guided into truth (John 16:13).

E. The Teachers Goal in Teaching

- an encounter with truth
- personal confrontation
- response
- transformation

III. Principle #3

Learning best occurs when the learning process is understood

A. Misconceptions about Learning

1. Held attention (interest) = learning
2. Parroting responses = learning
3. Mastery of content = learning
4. Long-range hope for change = learning

B. Levels of Learning

1. **Rote** – repetition without thought
2. **Recognition** – recognizing Bible concepts
3. **Restatement** – expressing contents in your terms
4. **Relational** – ability to apply truth to life
5. **Realization** - results measured in fruit in your life

C. Factors of Learning

1. Motivation

- people learn best when they want to learn
- people learn best when learning is patterned; organized into segments
- people learn best when they see relevance
- people learn best when they sense mastery in the teacher
- people learn best when moving from the simple to the complex
- people learn best when they discover that the applied truth works for them
- people learn best when they are active and creative

2. Attention Span

- silence is not necessarily interest
- class control does not necessarily mean learning
- attention span is related to life relevance

Illustration: average person

- 44 hours TV/week
- 500 commercials
- 75 heard
- 425 ignored
- 2.5 acted upon

Which ones work?

- those that gain your attention
- those that are relevant to your life

IV. Principal #4

Learning best occurs when age level characteristics are studied, understood and incorporated into the teaching--learning process

See pp. 102-109 for further information.

V. Principle #5

Aimless teaching retards learning

A. Factors Governing Aims

1. Three Dimensional

- Content aim
- Inspirational aim
- Response aim

2. Specific

- Short enough to be remembered
- Clear enough to mean something
- Flexible enough to allow the Holy Spirit to work
- Aims must be reachable

3. Written Down

- If you can't write down your aim you probably don't have one

4. Measurable

- Can you measure your goals?
- Set a time to measure goals

5. Pure

- Must be more than just stirring emotions
- You cannot always measure "success" immediately
- The proof of well-conceived, well-implemented gains can always be measured in the amount of fruit that is produced

B. A Workable Theory

1. Hook (For growth to result from teaching, the teacher must deal with the span that distances him from the learner

Teacher

- information intact
- an encounter has occurred
- confrontation has resulted
- response has been positive
- inspired by the truth

Learner

- not as yet a learner

The hook pulls the pupil into the teacher's realm of thought by:

- answering "*why should I listen?*"
- getting attention
- acting as a catalyst or bridge into the lesson

Until you capture interest, the lesson remains information only.

2. Book - For growth to occur, understanding of the information is imperative. In this stage the meaning of the lesson is clarified and methods are of prime importance. Keep to the Bible.

3. Look - For growth to occur there must be a transition from knowledge to implication.

- Head to Heart Knowledge
- Static to Dynamic Knowledge
- Stored to Applied Knowledge

The implication of the lesson must be seen through contemporary eyes. The teaching environment must be such that students are not afraid of self-disclosure

4. Took - For growth to occur there must be a provided response to the lesson. The wise teacher plans for response and offers practical opportunities to live out that response.

C. A Working Model

1. General Aim: Transformation

- to assure that all our teaching brings about a transformation

a. Methods: Purposefully organized and appraised

b. Evaluation: Keep records to underscore your appraisal methods
Growth charts

2. Quarterly Aim

- focus on character traits that are obstacles to growing in Christ

a. Methods: Each Sunday focuses on one trait; Scriptural bases:

b. Evaluation: Honestly examine; be specific

3. Unit Aim

- focus on one area of concern (i.e., – egocentric; feelings toward others)

a. Methods:

Hook - see what God says about a selfish attitude (role play on Judas)

Book - N.T. Scriptures of Judas to see what he was like

Look - contemporary look from our lives or something we've read

Took - ask them to share. For every admission given challenge them for follow-up. Follow through with a phone call.

VI. Principle #6

Learning best occurs when the teacher recognizes the environmental context of the teacher–learning process .

A. Two Approaches to the Teacher's Sphere of Responsibility

1. Isolationist Approach to Teacher–Learning

- the teacher is the guide in any setting
- the learner is the subject of any nurture endeavor
- the family is the protected environment of the learner

Problems

- there are no interpersonal relationships involved
- no subjective understanding of needs
- no long-term impact
- no multiplication factor (not reaching anyone within the closed environment)

2. Full Environment Approach to Teaching – Learning

- the teacher, learner and family are all interconnected and affect one another
- more involvement between each group

B. The Immediate Environment

1. The Physical Environment

- the location (i.e., - train a carpenter in a shop); bulletin boards;
- the ventilation
- the decoration (wallpaper; change hangups regularly)
- the organization (i.e., “ *Ordering Your Private World*” by Gordon McDonald)

2. The Social Environment

- people learn where they enjoy going (tradition or relevance?)
- people learn where they feel comfortable (emotional and physical)
- people learn where they feel they belong (what is the threshold level?)
- people learn where they feel they can express themselves

3. The Relational Environment

- is your class a place of growing friendships?
- are the qualities of relationships primary or secondary?
- the classroom should be the ideal place for the ministry gifts to operate

VII. Principle #7

Learning best occurs when the teacher and students follow the 10 Commandments of Learning

A. Graendorf’s 10 Commandments

1. Power of the Spirit – “*Thou shalt depend upon the Holy Spirit to accomplish Spirit Goals*”

- I Corinthians 2:10 – 15
- John 14:26 – The Teacher
- John 14:17 -- Spirit of Truth
- John 16:8 – Convicts of sin and righteousness

2. Example of the Teacher – “*Thou shalt be what you expect your pupil to become*”

- know the truth
- embody the truth
- the Creed of the Teacher (I Corinthians 11:1)

3. Relationship of Love - “*Thou shalt demonstrate Christian love for your pupils*”

- John 13:23-25
- money, programs, gimmicks, methods are no substitutes for love

4. Methods that Involve - *“Thou shalt select appropriate methods to get their attention”*

- John 4:7 – and hold interest

5. Communication with Clarity – *“Thou shalt use words and concepts that are clearly understood (I Corinthians 2:4; 14:9)”*

- get down where the pupils are
- avoid technical words
- clarify possible misinterpretations
- use a multi-sensory approach
- analyze
 - pupils’ level of understanding
 - pupils’ mind-set
 - pupils’ ability to respond

6. Pattern of Apperception – *“Thou shalt move from the known to the unknown by easy steps. (John 4:7 – 25; Hebrews 5:12)*

7. Joy of Discovery – *“Thou shalt stimulate self discovery not mere listening (Psalm 34: 8)*

- the Christian Educator does not need to be an answer machine

8. Appeal to the Heart – *“Thou shalt Illicit Emotional Response by the pupil – (Romans 10:9 – 10)*

- until you instilled the want to, the have to will be difficult

9. Response of the Will – *“Thou shalt give ample opportunity for volitional responses (John 7:17)”*

- faith without works is dead (James 4:17)

10. Living Demonstrations – *“Thou shalt help the pupil to employ the lesson in everyday living (James 1:22 – 25)*

B. Summary – truth must be:

- **acquired**
- **appreciated**
- **accepted**
- **acted upon**

LEADING A CHILD TO CHRIST

- A. Pray much for the salvation of those whom you work with. Ask the LORD to make you sensitive to their spiritual needs.
- B. Mark your Bible to help you.
- C. Do not pressure children or try to frighten them into making a decision. If the Holy Spirit is working in their heart, a decision will be made as opportunity is given.
- D. Try to deal with children on a one-to-one basis in a place without distractions.
- E. Ask the child if he or she wants to make this decision.
- F. One outline of the plan of salvation you could use is the **Five Finger Gospel Plan**.
 - 1. I have sinned (thumb) [Romans 3:23] - penalty [Romans 6:23]
 - 2. God loves me (index finger) [John 3:16]
 - 3. Christ died for me (middle finger) [I Peter 2:24]
 - 4. I believe and receive (ring finger)[John 1:12]
 - 5. I am saved and have eternal life (baby finger)[I John 5:13 – 15]
- G. When dealing with children:
 - 1. If they can read well, have them read the verses to you.
 - 2. Use their Bible if they have one.
 - 3. Have them substitute their name for “ *the world*,” “ *whoever*” etc.
 - 4. Make sure they understand what the verses mean.
 - 5. When you feel they’re ready, asked them if they would like to pray and ask Jesus to be their Savior. If they hesitate, you may help them to put some words together. Remember to close in a short prayer.
 - 6. After you have prayed:
 - a. Ask if they know they are Christian and explain how they can know (the Bible says so, God says so, God never lies, etc.).
 - b. Go over assurance verses (John 1:12; I John 5:12,13).
 - c. Ask them to write the date in their Bible when they became a Christian.
 - d. Explain that they have just been borne into the family of God and need to grow (I Peter 2:2) by:
 - i. Reading their Bible daily
 - ii. Praying daily
 - iii. Spending time with other Christians
 - iv. Telling others about Jesus
 - e. If possible, give them follow-up material and encourage them to ask questions to more mature Christians.
 - f. Explain that when Christians fail God, they are still Christians that need to confess their sins to God (I John 1:9).
 - g. Tell them how happy you are that they made this important decision. God and the angels are also happy. Ask if they would like to share what they’ve done with some else.
 - h. Pray for them and keep in contact with them.

TEACHING METHODS

From “24 Ways to Improve Your Teaching” by Kenneth Gangel, Victor Books, 1980

The word “**method**” is simply a description of the processes and techniques used by a teacher to communicate information to the students. Due to the fact that classes differ in interests, mental ability, and attention spans, the teacher must use teaching methods that are appropriate for the age group. Children have learning characteristics which differ considerably from those of adults, so teaching methods which may be very effective with adults will not necessarily achieve proper communication with children.

Every teacher must also consider the important factor of the objective of the lesson. What goals is the teacher trying to reach during the classroom? Can those goals be best achieved through a large amount of pupil participation? This is why it is important for every teacher to understand the objective of their lesson. Good objectives should be **brief enough to be remembered, clear enough to be written down and specific enough to be achieved.**

Another important factor is the content of the lesson itself. If one was teaching a historical lesson on the book of Acts, it may be valuable to show maps of the region and of the missionary trips of Paul. Every teacher must consider their available resources, educational background of their students, and their time allotment as well. Don't cram 1 hour into 15 minutes.

There are several main categories that describe the methods you can use.

- Teacher to Student Communication** - lecture, storytelling, and demonstration (don't use everyday; use a variety of methods)
- Student to-Teacher Communication** - recitation, reports, and testing
- Two-way Communication Between Teacher and Student** - question and answer and discussion (refer to students by their names)
- Group Activities** – panels, debates, buzz groups, drama

How do we best retain knowledge?

A. The Physical Senses

- taste 1%
- touch 1.5%
- smell 3.5%
- hear 11%
- see 83%

B. Level of Retention

- 10% what we read (verbal and visual)
- 20% what we hear (audio)
- 30% what we see (visual, posters)
- 50% what we see and hear (audio visuals)
- 70% what we hear and tell

– 90% what we tell and demonstrate

I. Teaching by Lectures

A. Values of Lectures

- covers most material in the least amount of time.
- can be handled by groups of almost any size.
- teacher only needs a minimum mastery of material (i.e., - not all of Old Testament in order to teach Psalm 23)
- class more likely to stay centered on the topic
- helps students understand what they may have already read
- can be adapted to needs, interest, abilities, and previous knowledge

B. Problems of Lectures

- can become boring
- violates principles of involvement and motivation
- can encourage only the retention of facts (make sure your facts are correct)
- tends to see the teacher as the final authority for truth instead of the Bible
- tends to stifle creativity and initiative of the student
- makes it difficult to discern a student's reaction (i.e., - feedback)

C. Principles of Effective Lecturing

- combine the lecture with audience involvement methods (i.e., – discussion, reaction groups, question and answer period).
- support the lecture with visuals (i.e., – a chalkboard, an overhead projector, charts).
- practice good principles of speaking (i.e., – eye contact, voice inflection, proper posture).
- emphasize the important points.
- use interesting illustrations.
- specified clear objectives
- have a clear and simple outline or a guide to follow along

II. Teaching by Storytelling

A. Values of Storytelling

- carries its own element of interest and attention
- provides information and enjoyment
- can help fulfill human needs for love, belonging and security
- can lead a student into making wiser decisions
- emotions are stimulated (Once upon a time . . .)
- can explain difficult concepts

B. Problems of Storytelling

- reading the story instead of telling it
- using a language which does not clearly communicate the meaning
- including too many details; getting bogged down
- overemphasizing minor details
- encouraging “rote learning”
- by sermonizing it rather than letting the student find its logical truth
- by using visual aids as a crutch
- by poor organization which does not allow the story to progress systematically to its logical climax

C. Principles of Effective Storytelling

- preparation may be the most significant aspect (i.e., – selection objective)
- capture their attention and give them something to anticipate
- make sure everyone can hear
- guard against distractions and disturbing mannerisms - (i.e., – playing with glasses, swaying back and forth, improper hand movements)
- make sure your vocabulary is adapted to the age level of the class
- exaggerate your enunciation and speak with enthusiasm interspersed with planned pauses, mimicking of voices, and important sounds
- ask God to help you select the right story, master it thoroughly, and then present it to your class through the power of the Holy Spirit.

III. Teaching by Role Playing

Many teachers confuse role playing and drama. Drama usually requires a script, whereas role playing contains the element of spontaneous reaction.

A. Values of Role Playing

- can be used with students of most ages
- allows people to make mistakes in a nonthreatening environment
- aids in learner involvement and intrinsic motivation
- often results in a positive climax
- can create both emotional and intellectual attachment to the subject matter
- can create a sense of community within the class

B. Problems of Role Playing

- some may react negatively to participating in something that can later be criticized or discussed.
- sometimes ineffective due to poor performance (a teacher may need to get involved to keep toward the goal of the lesson)

C. Principles of Effective Role Playing

- based upon the philosophy that “*meanings are in people*” not simply in words or symbols.
- Requires a distinct organizational pattern as follows:

1. Preparation

- a. Define the problem
- b. Create a readiness for the role(s)
- c. Establish the situation
- d. Cast the characters
- e. Brief and warm up
- f. Consider the training objective(s)

2. Playing

- a. Acting
- b. Stopping
- c. Involving the audience
- d. Analyzing the discussion
- e. Evaluating

IV. Teaching by Discussion

Discussion differs from “question and answer” teaching primarily by the kind of questions used. Most often discussion will center on the solution to the problem or perhaps the interpretation of a verse of scripture.

A. Values of the Discussion Method

- it involves students in active participation in the learning process
- help students express themselves verbally, crystalizing their thinking
- develops a tolerance for those with whom your students may disagree
- help students think through concepts which may have been hazy
- wrong conclusions may be corrected through the influence of the group rather than the teacher.
- creative thinking may be stimulated
- can help provide an atmosphere that enhances group rapport and camaraderie
- students understand that others are bothered with the same problems
- it enhances feedback from students

B. Problems of the Discussion Method

- can become a *substitute* for the proclamation of the Word instead of a *supplement*
- it usually requires more time to teach the material
- timid or bashful students may become embarrassed

C. Principles of Effective Discussion Teaching

- the problem or question needs to be framed to avoid “ *rabbit paths*”
- the arrangement of the room is a significant factor
- the attitude of the teacher must be a co-learner rather than a lecturer or a scholar
- each discussion time should be evaluated for its effectiveness

V. Teaching by Questions and Answers

A. Values of the Question and Answer Approach

- it satisfies the need for involvement
- it solicits feedback
- the teacher can determine whether the student properly understands and whether the Scripture is being properly applied
- it directs a pupil’s attention toward the lesson content
- it is able to get the attention of the entire class
- it can be used for drill and review
- it can deepen the understanding and help solidify facts into memory

B. Problems of Question and Answers

- it is often confused with discussion (should contain factual data and objective responses)
- superfluous or shallow questions offer no challenge to the class
- questions cannot impart objective data
- teachers spend too much time asking questions and too little time listening to questions

C. Principles of Questions and Answers

- it must be planned in advance
- be on the lookout for a teachable moment
- sometimes it is beneficial to give students the questions ahead of time
- teachers should only ask questions that their students can understand
- the teacher’s response to the student’s questions is very important
- questions can be used for the sake of application
- it is important to direct questions at the whole class
- always try to find a way of reinforcing the response even though it may be wrong

VI. Drama in the Classroom

A. Values of Drama

- can offer solutions to problems which people face in real life
- can be used to enhance a worship experience
- it stimulates thought on significant issues
- it can reveal insights into the character and personality of those portrayed
- it can aid in church evangelism

B. Problems of Drama

- there are negative associations with theaters in general
- it requires weeks or months of rehearsals
- it often requires the expense of costuming and staging

C. Principles of Drama

- patience is needed for those who are not experienced
- exercise great care in the choice of the play
- a director is needed who can competently guide the development of the play

VII. Teaching by Buzz Groups

A buzz group is when a larger group is divided into smaller groups (of no less than 3 and no more than 8) which for a limited time simultaneously discuss separate problems or various phrases of a given problem. If possible, recorders from each group report their findings to the reassembled larger group. They often follow a lecture or panel.

A. Values of Buzz Groups

- it takes advantage of a significant teaching principal, namely interaction
- the answers become much more meaningful if the class members find them
- people find it easier to express themselves in small groups
- adaptability is a plus factor for this teaching method
- the subject matter is flexible
- it aides in leadership development

B. Problems of Buzz Groups

- some are threatened by the interaction
- sometimes the groups will not arrive at the conclusions which the leader might have desired
- sometimes a weakness shows in the selection of the group leader (they get off subject; not everyone participates)
- it takes time
- a person can be disappointed because their thoughts are never presented

C. Principles of Buzz Groups

- plan the class to allow time for moving chairs, explaining the technique, and hearing reports
- make clear to the class what the roles of the group leader and recorder should be
- set a definite time for discussion
- the teacher should float from one group to another to motivate them; help them overcome hurdles, and spread enthusiasm
- gather the notes from the reporters and prepare a concluding sheet of all findings

VIII. Teaching by Panel Discussion

Panel Discussion is always used with a large group, and generally utilizes panel members who have either differing points of view on the subject or special training and experience which equip them to speak authoritatively about the matter. There are three basic approaches.

The Guided Panel – Here the moderator addresses previously prepared questions to the panel.

The Expanding Panel - A preliminary and explanatory discussion of a topic is given by a restricted panel. This follows by an open discussion time from anyone in the room.

The Reaction Panel – The first thing on the program is a speech, a film, or some other presentation of a point of view. Preselected panel members then offer a critique of the presentation.

A. Values of Panel Discussions

- it can focus attention on what the experts have to say about the subject
- it contains an important educational ingredient – interest
- it offers a breadth and depth of information which usually exceeds research presented by only one speaker
- it shows that well informed people can hold different points of view and yet maintain respect for each other
- it removes the pressure of having to prepare a structured speech
- the beginning discussions give the audience a foundation upon which they can proceed

B. Problems of Panel Discussion

- securing competent panelists who will do the job well
- panel members may not always do justice to a particular point of view
- a collage of ideas may be thrown out in a short period of time

C. Principles of Panel Discussion

- the moderator must be a highly qualified and competent individual
- the subject for discussion should be of importance to the group and worded in the form of a specific question
- the panel should have people with different points of view
- always allow time for a summary of the discussion

IX. Teaching by Debates

A debate is simply a procedure in which two or more people compete in trying to persuade others to accept or reject a proposition as a foundation for belief or behavior. Although it is a form of discussion, it differs in several ways:

1. Debate is a presentation of the result rather than the airing of the process.
2. Debate is basically competitive whereas discussion should be cooperative.
3. Debate centers around an issue which is already defined, whereas a discussion generally is an attempt to delineate factors and define a position.

A. Values of Debates

- offers a participating approach to learning
- rests upon firm principles of democratic procedure
- all positions have an equal hearing and that truth can triumph over error
- it is a time saver
- the investment of preparation time by the participating students
- it involves great discipline (research of facts; presenting in a coherent manner)
- teachers research, thinking, and speaking as well as absorbing the subject matter
- offers opportunity for those not gifted in music etc.

B. Problems of Debate

- there needs to be a clear issue to resolve
- the primary issues need to be attacked without going down "*rabbit trails*"
- abilities of members can cause a lopsided confrontation
- divisiveness can become a danger if participants generally believe their positions

C. Principles of Debates

- carefully provide resources (i.e., - books, magazine articles and people)
- the subject of the debate must be controversial in nature
- the object is to get the issues on the floor not see which side won
- there has to be flexibility on the part of the class and the teacher

X. Teaching by Instructive Play

Eleanor Morrison and Virgil Foster wrote, *“Play is the business of small children. Through play they find out their world and how to relate to other persons. In play they express their feelings and ideas. In play they try on what it is like to be another person.”* (from *“Creative Teaching in the Church”*).

Children learn through:

Educational Toys - such as blocks, books, playing, calls, paste, paint and crayons

Music - motion choruses, group singing, rhythm bands, and other dramatic expression

Finger plays – acting out verses and rhythms with their fingers

Puzzles and Contests – Sword drills, Bible quizzes, crossword puzzles, and other forms of games

A. Values of Instructive Play

- they offer the teacher an opportunity to observe the child in a natural situation
- produces an enthusiastic involvement
- teaching becomes a joy

B. Problems of Instructive Play

- play can reach a point where it ceases to be instructive
- play time can get out of hand when directed by teacher with minimal discipline skills
- proper equipment is needed which can be costly

C. Principles of Instructive Play

- sufficient freedom and flexibility are needed in the play process
- certain questions may determine whether the method was successful

1. Was it enjoyable to all of the students?
2. Were new skills developed during the classroom?
3. After the game, was group discussion well used?
4. Did the play seem to increase social cooperative behavior?
5. Were the children too dependent on the teacher during the play time?
6. Did the games so excite the children that they could not settle down for the next aspect of the class time?
7. Was the game genuinely purposeful, or was it just a filler?
8. If we used this game before, did the children show genuine improvement this time?

XI. Teaching by Memorization

The one teaching method which reigned supreme throughout the Old Testament was Catechism, or memorization. There are at least four steps in the memory process:

Impression – the original, conscious, meaningful experience itself

Retention – the process by which the experience is retained in the mind

Recall – the active calling upon the mind for certain needed past experiences or ideas

Recognition – the recalled memory as an experience which the individual has had previously

A. Values of Memorization

- it can be enjoyable for students
- offers instant reinforcement
- personal witnessing will be enhanced
- it is a mind training of the highest order and will develop proficiency which is applicable in the entire development of one's educational pattern
- there is an inherent spiritual value (Psalm 119:11)

B. Problems of Memorization

- the possibility of substituting words for meaning
- it can become dull
- students may not comprehend the challenge behind certain passages and therefore make no life changes

C. Principles of Memorization

- master all the memorization that you require of your students
- use helpful visual aids in teaching memory work (pictures, flash cards, chalk board, flannel graph, and all kinds of projection)
- remember that review is the key to retention
- always emphasize understandings and meanings

INTERPERSONAL COMMUNICATION

Interpersonal communication is at the core of our very existence. As a church, we are only one generation away from extinction. If we fail to communicate the Word of God with its abnormal (to the world) viewpoints and lifestyle, we will cease to exist. Each day we formulate, interpret, and share messages with each other through the means of interpersonal communication. Most people spend between 80 and 90% of their waking hours in some form or another of interpersonal communication.

Communication in the broadest sense is the process of sharing and acting on information. It encompasses many forms of media including: speeches, songs, radio and television broadcasts, E-mail, the Internet, letters, books, articles, poems and advertisements. Interpersonal communication occurs when we interact simultaneously with another person and mutually affect or influence one another.

I. Communication as Action - Message Transfer

Communication has not taken place unless a message is both sent and received. In 1942, Harold Lasswell gave a summary of the process as follows:

1. Who (**the sender**)
2. Says what (**the message**)
3. In what (**the channel**)
4. To whom (**the receiver**)
5. With what (**the effect**)

Several components are necessary for a message to be sent and received.

A. Informational Source and Transmitter

The information source can be either a thought or an emotion. The transmitter (now often called the source) is the originator of the thought or emotion which puts the message into a code that can be understood by the receiver. The process of translating feelings, ideas, and emotions into a code is called **encoding**. On the other end is the decoding where the words or unspoken signals are interpreted.

B. The Receiver

The receiver is the person who decodes and attempts to make sense out of what is being communicated. In human communication, there is something between the source and the receiver which is a built-in filter. We filter messages through past experiences, attitudes, beliefs, values, prejudices and biases.

"Listening does not come naturally nor does it come easily with most people. Listening is not our natural preference. Most people prefer to be the one talking. Because of this, we concentrate more on getting our word into the conversation rather than giving full attention to what the other person is saying. Also, all too often we filter the other person's remarks through our own opinions and our own needs."

C. The Signal, Received Signal, and the Message

Messages are the written, spoken, and unspoken elements of communication to which we assign a meaning. We do this through **intentional messages** (speaking directly to someone); **unintentionally** (falling asleep when someone is talking to us); **verbally** (How are you feeling today?); **nonverbally** (with a smile or handshake), or in **written form** (a book).

D. The Channel

Every message is conveyed from the sender to the receiver through a pathway that is called the **channel**. These channels correspond to the senses you are using. When you speak with someone on the phone you are using the auditory channel. When you speak to someone face- to-face, you are using a variety of channels. You see (the **visual channel**); you hear (the **auditory channel**); you smell their perfume (the **olfactory channel**); if you hug that person (you use the **tactile channel**).

E. Noise

Noise is anything that interferes with a clear signal getting through. It can be literal like a student who is misbehaving or it can be psychological in the case of someone who cannot receive what you are attempting to teach because of a past experience (i.e., - difficulty forgiving because of an abusive background). For communication to be accurate and effective the teacher must constantly minimize any external and psychological noise that they can. It is unfortunate that what we put in is not necessarily what we will get out.

II. Communication as Interaction - Message Exchange

One easy way of considering this part of communication is with the illustration of playing a game of ping pong. We talk (serve the ping pong ball); they listen (the ball goes on their side of the table); they respond (they return the ball into our court). For every action there is a reaction.

A. Feedback - This is the response to the message. Communication is rarely effective without some form of feedback. Waiters/waitresses often repeat your order before delivering it to the cook to ensure that you get what expected.

Feedback can be either **intentional** (an applause at the end of a performance or speech); **unintentional** (a yawn during a performance or speech); **verbal** (“So that will be a medium, thick crust, all dressed pizza to go?”); or **nonverbal** (blushing after being told that you have pretty blue eyes).

B. Context - This is the physical and psychological communication environment. Our conversation is different at a funeral home than at a baseball game. Yet not only does the physical environment affect the conversation but also the number of people present and their relationship with the communicator, the communicating goal as well as the culture.

III. Communication as Transaction - Message Creation

When we talk to each other, we are constantly reacting to what is being communicated. As we communicate, we are constantly monitoring how much the person(s) is understanding. If we ask someone to describe what happened to Daniel’s three Hebrew friends for disobeying the king’s decree and they begin to tell the story of Moses at the Red Sea, you know that further questions and explanations are needed.

One researcher says that interpersonal communication is “*the coordinated management of meaning*” through **episodes**, during which the message of one person influences the message of another. This is essentially what Jesus did with His disciples and the crowds that obeyed His Word.

IV. Four Principles of Interpersonal Communication

A. Interpersonal Communication is Inescapable

No one is able to not communicate. From the moment we make eye contact with someone we communicate. We stop communicating the moment we die (on this side of heaven). If you stand silently in a crowded elevator, your lack of eye contact communicates your unwillingness to interact with your fellow passengers. Those who try to turn off their sensory perception usually find it more sensitive (i.e., - try not to listen to someone talking; try going on a diet).

B. Interpersonal Communication is Irreversible

A clever lawyer knows when a judge says “Disregard the last statement” that the jury will have it imbedded into their minds and that it will affect their judgement. Satan used this method in the garden of Eden (“*Did God really say . . . ?*”). Once created, communication takes a physical property like that of matter, that cannot be uncreated. A Russian proverb says that “*Once a word goes out of your mouth, you can never swallow it again.*”

A teacher constantly battles with doctrinal issues in class. It may be about God, the Bible, heaven & hell, angels, future events, etc. It’s often easier working with a new convert who has never had any religious teaching than one that has come from another faith or denomination.

C. Interpersonal Communication is Complicated

No form of communication is simple. This is one reason why we will continue to have misunderstandings and conflicts in our world and churches. Communication theorists have noted that whenever we communicate with another person we are really communicating with at least six people: (1) *who you think you are*; (2) *who you think the other person is*; (3) *who you think the other person thinks you are*; (4) *who the other person thinks he or she is*; (5) *who the other person thinks you are*; and (6) *who the other person thinks you think he or she is*.

Messages are often not interpreted as we intended. Osmo Wiio, a Scandianian communications scholar pessimistically suggests:

*“If communication can fail, it will
If a message can be misunderstood in different ways, it will be
misunderstood in just that way which does the most harm.
There is always somebody who knows better than you what you
meant by your message.
The more communication there is, the more difficult it is for
communication to succeed.”*

D. Interpersonal Communication is Contextual

Communication always takes place within a context.

1. Psychological Context - This is who you are and what you will bring to the interaction. This includes your desires, values, personality, self-concept, and self-esteem. These must be bridged for effective communication to take place.

2. Relational Context - This concerns your reaction to the other person. This includes your level of trust, the degree of self-disclosure, levels of power and control and the history you may share.

3. Situational Context - This is the event or reason that you are sharing. Two students meeting in a classroom would have a changed context when meeting for coffee after the class.

4. Environmental Context - This is the physical surroundings that you are communicating in. The furniture, the location, the temperature and lighting, time of day, day of the week all make up this environment.

5. Cultural Context - These are the important elements that distinguish one culture from another (i.e., - accepted behaviors, rules, and norms). One culture may value hard work while another look highly toward relaxation and enjoyment. Christianity has been responsible for changing many cultural norms.

V. Three Goals for Interpersonal Communication

Although it is difficult, it is not impossible to be effective in Interpersonal Communication.

A. Make Sure Your Message is Understood

During the terrible onslaught of the Roman empire against the Christians, the catacombs became a place of refuge. The “*sign of the fish*” became a message understood by the persecuted people of God but not initially by the Romans. God gave Noah a rainbow as a sign of His covenant to never send another worldwide flood. The New Age Movement adopted the rainbow as their symbol as well. It now requires an explanation so someone does not misunderstand what you stand for.

B. Make Sure your Message Has the Effect You Intended

Because of the fact that different purposes require different strategies for success, being aware of your purpose can enhance the probability of you achieving it. Jesus hung upon the cross in order to bring salvation to a people who clearly understood His meaning - yet they refused to accept Him as the spotless Lamb of God who was taking away the sin of the world.

C. Make Sure Your Message is Ethical

Ethical communication is other-oriented. Interpersonal Communication can be used to manipulate, bully and coerce others, or it can permit the listener to make their own choices. When done ethically it help them see themselves as a creation of God which makes them important and promotes trust.

We need to always use honesty in promoting our message of the gospel. Teach and preach what Jesus taught through word and deed - nothing more - nothing less - nothing else. Anyone who withholds information, lies or distorts the truth is not communicating in an ethical manner.

Ethical communication must always maintain confidences. Certain illustrations about people should be avoided to maintain the confidence they entrusted you with. Promised secrets should remain secret.

BLOCKAGES TO LEARNING

INFLUENCING BEHAVIOR IN THE CLASSROOM

I. Preventing Problems

It has been said that “*an ounce of prevention is worth a pound of cure.*” Yet we all realize that problems can and will occur despite the preventive measures we often take. It is important to understand WHAT to do during these times.

Experts in the field of behavioral management agree that certain basic principles to enhance behavior apply for all age groups. **First**, is a fact that the physical condition of the classroom will affect the behavior of students. The temperature; lighting; room arrangement; meaningful displays; sounds; colors (pastel or bold); **Second**, is the condition/size/adequate and quantity of equipment. **Third**, is the teacher’s preparedness and example.

II. Friendly, Firm & Fair

The word “*discipline*” should always be linked with its root word “*disciple*.” The dictionary defines it not only as punishment, but also as training which corrects, molds and perfects. Without proper discipline in the classroom, God’s Word will never be properly communicated. Good behavior is a prerequisite for good teaching.

A. Friendly - Friendliness is something that every teacher needs to cultivate in their classroom. Educators have found that extracurricular activities build friendly relationships much quicker and more solid than what can be accomplished in a majority of classroom settings.

B. Firm - Everyone learns and matures better in an orderly situation. Leniency will never produce godly character. Everyone needs certain fences or boundaries in order to be protected.

C. Fair - It is also well known that children, teenagers and adults resent unfair judgments, accusations and criticisms. Those students who have a poor reputation can be accused of something they didn’t do while the guilty one is praised.



III. Procedure of Correction for Younger Children

Behavior management is recognized as an important step in the teaching process. Children must be taught early to be responsible for their actions (See p. 110 - “Twelve Rules for Raising Delinquent Children”). Any type of verbal or physical abuse will not be tolerated by them or by the church teachers. A policy such as “*Plan to Protect*” gives detailed information and procedures to offer a safe environment for all staff and students. Several disciplinary measures need to be endorsed by your church.

A. Negative Reinforcement - Ignoring the behavior that is striving for attention. The “*time out chair*” may be used at this time for younger children.

B. Positive Reinforcement - Praising of good behavior.

C. Consistency - Consistency among the teachers regarding the monitoring and discipline of any behavior.

D. Clear communication - A verbal communication that clearly explains what behavior needs to change and that it is expected immediately.

IV. Procedure of Correction for Older Children and Youth

Once a teacher is assured that they and their classroom are properly prepared for their students, we trust most discipline problems will be avoided. But what do we do if we have a student that chooses to disregard the accepted behavior standards as set forth to them?

A. Gentle Reminder - Anyone can forget certain things they are told. Begin by privately reminding the student of the accepted behavior patterns that have been adopted. Require that these be followed immediately. There may be times when certain eye contact can portray a wealth of information about what the teacher expects.

B. Firm Reminder - If a student is clearly showing signs of disregard/disrespect there will need to be a clear consequence for the improper action/attitude. The incorrect behavior will need to stop immediately. The parent/guardian should be notified of the incident and the consequences should be clearly explained requesting cooperation in the matter.

Warnings from the Christian Education workers could include:

- Removal of any or all of the normal privileges
- Removal from programmed activities for a specified period
- Separation from the other students and teachers for a “cooling out” period.
- An interview with the Christian Education Superintendent/Director
- Restitution where appropriate and ordered by the Christian Education Superintendent/Director

IV. Procedure of Correction for Older Children and Youth (Contd.)

C. Elders Involvement - If after the above steps have been followed the child continues acting in an inappropriate manner, the pastor/elders (who would have already been involved) usually are asked to handle the problem. There may be a need for the teacher to once again meet with the student and parent but this time with the pastor/elder overseeing the meeting.

V. Prohibited Disciplinary Practices

A. No form of corporal punishment, locked confinement or excessive force should be used in disciplining any student.

B. No teacher should use humiliation or verbal abuse (including vulgar language) in the disciplining of any student.

C. The removal of personal property or clothing (other than contraband) should never be permitted as a disciplinary measure. **NOTE:** Belongings such as radios/walkmans, etc. may be temporarily removed if their use is causing a disruption to the orderly operation of the teaching environment.

The use of physical restraints should be generally prohibited except where its use is, in the opinion of a teacher, necessary to stop a student from causing physical harm to himself or some other person. In such a case, the restraint is to be used with the least amount of force necessary to safely control the student. The restraint is to be discontinued as soon as the threat of physical harm is no longer perceived. This type of restraint will need to be reported immediately to the Christian Education Superintendent/Director.

VI. Consequences of Physical Restraint

Improper use of restraints or physical force by a teacher can result in an investigation and if necessary the initiation of disciplinary measures, dismissal and/or civil liability. Teachers need to understand that this type of action can (and often will) bring about an inquiry by local agencies (i.e. - Children's Aid Society in Canada). Teachers are therefore advised to exercise extreme caution in the use of any physical restraint. Use it only as a last resort when all other avenues of intervention are exhausted and there is evident danger of safety to yourself, the student, or another person. In all cases where physical intervention is required, teachers are to get help from the Christian Education Superintendent/Director as soon as possible.

In order to provide the students with a stable and structured program, it is necessary for the church teaching staff to take control of the child and his/her behaviour. This is best done by providing very real consequences for unacceptable behaviour and rewards for positive achievements and attitude. The child/youth then has the opportunity to choose to act responsibly and enjoy the fruit of his labour, or to act irresponsibly and face the consequences of his actions. At all times the child/youth bears the responsibility for his own actions and should not be permitted to transfer it to the teaching staff.

VI. Consequences of Physical Restraint (Contd.)

When implementing consequences, teachers are to note the behaviour in a precise (yet short) manner along with the sanctions levied and the duration of the consequence. This information should be stored in the Church's master file of the student.

Each C. E. teacher will be asked to respect the decision of the director/elders who imposed a consequence and make sure the student adheres to the sanctions levied. The only exception to this will be where the Superintendent/Director and elders have reviewed the case and ruled that the consequence is inappropriate.

May we all work together to plant good seeds that will produce a harvest of righteousness in the lives of those whom God has intrusted into our care.



TEACHING TOOLS

Teaching tools, are just that, tools. There are meant to be used as a means of getting the job done more efficiently and more interestingly. Like any “*trade*” Christian educators need to be trained to use these tools. A carpenter needs to understand the texture of the wood that he is about to fashion into a finished cabinet. Likewise, teachers need to understand the qualities and imperfections of the students they are about to teach. Wise teachers use every possible tool to mold and fashion the character of the precious souls they’ve been entrusted with. The following is a list and brief explanation of some common teaching tools.

There are several facts which point to the importance of using the proper teaching tools. **First**, is the fact that since World War II, their value has been proven over and over again. Studies prove without a doubt that they speed up learning, lengthen retention, clarify concepts, and promote student involvement.

Second, we need to be compelled to use every possible means to be an effective teacher. Failure to capitalize on available resources is an injustice to the students who have been entrusted into our care. Be creative with what you have available.

Third, when we consider how much the life and future of each pupil depend on his understanding of God’s Word, we should be persuaded of the importance of using proper teaching tools. We only have the students for a short time during the week to influence their lives for Christ. Time is short, and our LORD could return at any moment. Plant good seeds.

Fourth, we need to recognize the other activities that our students are captivated by each week. Most schools have well-trained teachers who are compelled to teach humanistic, non-biblical viewpoints. Secular organizations are very successful in promoting their philosophies. Attractive literature, which is well illustrated and well written to grasp their attention. We need to understand that it is much easier to mold a child than it is to change an adult.

Fifth, Our students are 2,000 years removed from the time of Christ and several thousand more years from the early events recorded in the Bible. It takes a sensitive teacher to vividly portray the setting that many Bible stories require.

Sixth, Jesus often used visual objects to teach important truths. He used a child to talk about the simplicity of our faith and the folly of pride (Matthew 18). He used a common coin to show man’s responsibility to the government as well as to God (Mark 12:17). In the Old Testament, God used a burning bush, a leprous hand, a rainbow, a sheep’s fleece to instill truth.

Seventh, the new generation will not be satisfied with techniques and tools that appear out of date. Unfortunately, the teacher must compete with video and computer games that are high-tech, bright and vivid as well as fast-paced.

I. Audiovisual Tools

A. Visual Boards

Most school classrooms are equipped with chalk boards, flannel graphs and bulletin boards. A few also have pocket boards, magnetic, electric, and plastic boards.

1. Chalkboards - can easily be made by coating the good side of a sheet of Masonite with two coats shellac and two coats of chalkboard paint. A simple drawing or a word phrase can often bring a lesson to life.

2. Flannel graphs - have become very popular. Most flannel graphs are 24 by 36 inches. The very popular “*Betty Luken*” flannel graphs set can be purchased for less than \$500 in Canadian funds. It contains a variety of backgrounds and more than 400 pictures of people, animals, food and trees. The entire Bible can be taught by using the sample picture layouts and the recommended Scriptures.

3. Bulletin boards - are a great way of capturing attention and focusing the students thought on a particular theme. Memory verses can be taught using bright, colorful lettering and pictures. These boards can also be used to show parents what the quarterly theme is. It is a great place to display the student’s classroom work. A collage of student pictures can tell of a field trip or an outing. It builds morale in a class when they see what they have accomplished. Books are readily available with ideas. Many curriculum publishers include ideas in their quarterly teachers’ manuals.

4. Pocket boards - are used to get useful words before a group – keywords. These are often used to teach memory verses. The student is required to unscramble the words until the verse is correct. It is a great way of doing drills and reviews.

5. Magnetic boards - uses lettering and numbers to often teach younger students how to spell. Many have learned their alphabet and numbers in this way. Christian educators have used it to teach simple memory verses. The children love to become involved in moving the lettering or numbering until they are rewarded with a correct spelling.

6. Electric Boards - are tools used in program learning. The child is challenged to match the correct answer to the stated question. A buzzer sounds when the answer is either right or wrong depending upon how it is wired. Some use a buzzer for incorrect answers and a light for correct answers. The simple D cell battery is used to power the light and buzzer.

II. Flat Pictures and Graphics

This section includes pictures, murals, posters, charts, flash cards, and maps.

A. Pictures - We're told that "*a picture speaks a thousand words.*" They are so readily available through old magazines that can be cut up or picture books. A trained teacher often keeps a picture file. Pictures of fathers, mothers, teenagers, children, babies, landscape, houses, buildings, birds, animals, and the list goes on, can be placed in files.

B. Murals - Many churches have had murals placed on the walls of their nurseries as well as their youth rooms. These can be also done on a removable board and involve an entire class. It can be a great way of bringing the class together on a Saturday to end their quarterly theme. It challenges them to consider the background, key individuals, and special events that took place in their Bible lessons.

C. Posters - Posters are another great way of emphasizing a theme or memory verse. Once again students can be involved in making their own posters. Charts can also be used to keep track of attendance, bringing their Bible, inviting of a friend, learning a memory verse, arriving on time and good behavior. Children especially love getting rewarded for doing well.

D. Flash Cards - Flash cards are made up of several pictures showing consecutive scenes. The teacher usually displays them on an easel or holds them and tells the story. They are convenient to handle and are especially valuable for outdoor work. They can be helpful in teaching Bible facts, verses, references, and books of the Bible.

E. Maps - Maps carry an invaluable amount of information. The student is able to understand the location of a city in reference to other important cities. Topography can also be important when describing mountains and hillsides etc. Maps are used to indicate the footsteps of important people (i.e., -- footsteps of Jesus; missionary journeys of Paul). They can be used to show how the land of Canaan was divided among the 12 tribes of Israel. There are also chronological maps/charts to help clarify the time of important events.

III. Projection Equipment Material

These include such things as film strips, slides, overhead transparencies, videos, and films.

A. Film Strips - Film strips are quickly becoming a tool of the past. Yet some of them along with tapes and records can capture the attention of curious students. They are compact. The projectors as well as the film strips are low in cost. They also were available in a great variety of stories. Look around you may still find some.

B. Slide Projectors - Slide projectors can be a wonderful way of showing students a recent trip that you've taken. It can also be used to capture important moments of plays, outings, and other events that the students were involved in. Your students are usually quite interested in seeing themselves. It can bring back important teaching moments.

C. Overhead Projectors - Overhead transparencies are still wonderful tools to display important information. Base maps can be built upon with many overlays (i.e., – city names, journey routes and distances). Scripture Press publishes Faith Venture Visuals Inc. material which offer many wonderful ideas. An Instaframe insures that each transparency is in its proper place. This is especially important with overlays. Letter kits are available in order that the teacher can make their own overhead transparencies.

Magazines that use clay coated paper can become a wonderful resource for pictures that can be lifted using a simple method. Colored acetate can add a further dimension to the presentation. Cardboard mounts help in storing and retrieving of reusable overheads such as songs. Transparency markers can be purchased with different tips (fine, medium, broad) and in eight different colors. Complete packets of teacher materials offer prepared lessons on various themes and Bible stories.

D. Videos - Videos also offer a vast source of stories to capture the attention of students. Many follow topics such as forgiveness, kindness, salvation, fear/trust. Others carry feature films depicting stories of past leaders, future events, and a wealth of other material. Churches that have access to video projectors and sound systems can offer a theater type of presentation. These have been quite useful in outreach programs. The 16 mm films are becoming a thing of the past for most churches since the VHS videos and the newer DVD videos are available.

IV. Audio/Video Equipment

This is another field that is changing rapidly with the new technology available. Some of us can remember the old 75, 45, and 33 photograph records . These were replaced by reel-to-reel cassettes and eight track cassette players. It wasn't long before these became outdated by the two and four track cassettes. These are now being replaced by CD players and the DVD players. People are expecting churches to keep up with the constant changes. Many find it difficult to afford these newer audio devices. Supply and demand often makes it difficult to find a variety to choose from when they "*break into*" the market.

Many teachers have used a camcorder to tape their Sunday school session. It is especially useful in recording skits, drama, debates for playback purposes. Students generally will try harder if they know they are on tape and will be seen by the entire class.

V. Real Objects

Missionaries have captured the attention of entire churches by bringing with them artifacts, clothing, and even animals and insects of the area they minister in. It opens a wealth of learning opportunities. Students can try on the clothing. They love to handle objects and ask questions at the same time. A good teacher will use a variety of resources to make their lessons come live. Many professionals will come, if invited, to a class to explain what they do. Field trips can be used to reinforce to the students the creation that God has made. Students often have an abundance of teaching tools in their homes that they can bring for a "*show and tell*" time.

VI. Object Lessons

Since children and adults learn about 10 percent of what they hear, 50 percent of what they see and 90 percent of what they do, it is imperative that we move beyond a lecture method in teaching. One way that has proven to be very effective is through using object lessons. Jesus was a Master Teacher and He often used object lessons. He captured the attention of the crowds of people by using illustrations that they could understand. He vividly portrayed His stories by using nets and fish, coins (paying taxes, widow's offering), seed (wheat and tares; mustard), animals (sheep and goats), leaven, little children, withered tree and the list goes on.

A. Candles (Matthew 5:14-16) - Candles can be used to symbolize the light that Jesus brought into this world. It can be shown how its small light dispels darkness. Different shapes, sizes and colors of candles can be used to symbolize different people. It can help explain that one can pass light to another (evangelism) without losing the light they already have. It can emphasize the point that we only have so long to share our light before we die out. It can also show what will happen if we try to burn our candle at both ends. By placing it under a bushel or other container the light is prevented from shining forth.

B. Apples (II Corinthians 11:14) - A perfect looking apple can be cut into and a piece of yarn can be placed into it before class. During the lesson you can describe the truth that "All Satan's Apples Have Worms." It is important to show how beautiful and colorful the apple is. Emphasize how good it must taste. Emphasize how something this good looking must be good for you. You may even want a volunteer to bite into the apple. After they do, pull out the yarn and show how the apple contained a worm.

C. A Battery and Light (Romans 10:10) - A single dry cell battery with two covered copper wires and a small light bulb and socket is all that is required. Mark one wire with the word "**confess**" and the other wire with the word "**believe.**" It can be used to teach how faith works. Faith causes the power of God to work on our behalf. The battery symbolizes God's huge power reservoir. We represent His light. Satan is working hard to keep everyone in the dark. We need to have our faith connected to God. But faith alone will not bring the light. We must also confess our sins to God.

D. Oil and Water (II Corinthians 6:17) - A one gallon clear jug, one quart of dirty oil, and two quarts of water are needed. This lesson teaches that there are two forces at work in the world today. One represents life while the other represents death. Life is the force behind all that is good. The Word of God is life. God Himself is life. Water causes us to grow. Plants cannot grow without water. Water that is pure brings forth life.

The dirty oil represents death. Death is the nature of the devil. It is the force behind everything that is evil. It brings death and destruction. It is the enemy of God. It brings sickness and poverty and famine. Death and life cannot mix. They are opposites. As the two are combined and shaken it may appear for a moment that they are mixed, but soon it is clear that they are separate.

E. Three Small Sticks (Ecclesiastes 4:12) - Three small sticks about 12 inches long and a couple cords to go around them and tie them are all that is needed. Hold one stick by its ends and begin to act as if you're going to break it. Ask your students how easy it would be to break it. Ask if any of them could break it. Take any one of the three sticks and repeat what you've done. Then take all three sticks and tie them together and then try to break them.

This lesson shows the importance of unity. There is strength in unity. God loves unity but hates discord (Proverbs 6:16, 17).

F. A Cake (Romans 8:28) - All the ingredients to make a cake are needed for this object lesson. A finished cake is also a nice treat which will also reinforce what has been taught. Ask for volunteers to taste the different ingredients before they are mixed together. It proves that we need hard and bitter experiences as well as good ones to make us complete. Flour is dull and tasteless, while eggs are slimy, and baking powder and baking soda (bitter experiences) are not pleasant to taste alone. It is also important to mention that it must be placed in an oven (like our testing) to be cooked (become mature).

G. Shoes (Psalm 37:23) - A variety of shoes are helpful in this lesson. Different sizes are also important. Walking shoes as well as sports shoes will help explain the lesson. Many people question whether God is always with them, guiding their steps. Using the different variety and sizes of shoes shows how God walks with us through all stages of our life and in everything we do. Although we may stumble even with the right kind of shoes, God is there to help us get up.

H. Lying Labels (Matthew 7:20) - Buy a can of vegetables and of fruit that are in the same size of a container. Carefully remove the label off one can and glue it over the label on the other. Have a can opener, glass jar and tray available. Explain how the government requires every company to label a can in order for the consumer to get what he wants. Likewise, as Christians we wear a label of what we represent. Usually Christians say that Jesus lives in their heart. By opening that can you can show that outward appearances can be deceiving (I Samuel 16:7).

I. A Child's Puzzle (Romans 12:2) - A wooden puzzle is best to use. Scramble the pieces so nothing makes sense and ask what they think it is going to be. Explain how God has a perfect plan for our lives. Ask how many think they have to work out things in their own lives. When they try, they often have difficulty putting things together. Every part of our life is important and must fit together as God planned. God knows what we will look like from the beginning to the end. We must learn to trust Him.

VII. Chalk Talks

A chalk board can be used to transform a picture right before the eyes of your students. Some chalk talks begin with a basic picture that changes as you add to it. Some are designed in such a way that once you flip the picture upside down it takes on the total different look. Those with creative drawings skills can use this tool to their benefit.

DEVELOPMENT OF ADULTS

I. Adult Christian Education in Perspective

Adult education began in the Garden of Eden when God spoke to Adam and Eve. Not all teaching is successful. Adam and Eve chose not to obey what God told him to do. This did not curtail God in continuing the mission of education. God then began to educate through **families** (Psalm 78:5 – 6; Deuteronomy 6). The Scriptures go on to tell us that the **patriarchs** were the next channels that God used to teach (Genesis 12:1 – 3). These were followed by the **prophets** and **priests** and then the **rabbis**. In the New Testament we find Jesus instructing His disciples before He ascended to heaven (Matthew 28: 19 – 20). These **disciples** (“*taught ones*”) became **apostles** (“*sent ones*”). This same important ministry is in effect today (Ephesians 4:12 – 13).

Adults are becoming more numerous than any other age group. Along with this increase comes a number of demanding challenges. They’re having to cope with a myriad of social, ethical, political, educational, physical, technical, and scientific changes that constantly invade their daily living.

“ One of the major tasks of adult education, and particularly adult Christian education, is to teach us how to live a full, productive life in which health and wealth are not overlooked, but are seen as of less importance than one’s relationship with God and our fellow man. Maturation means the development of the individual toward being a complete person in terms of spiritual, physical, social, emotional, cultural, and vocational objectives.”

Gilbert A. Peterson
“*The Christian Education of Adults*”
p. 47

Christian educators have diligently studied this phenomena to help us understand what is now necessary to successfully reach adults. The following six criteria need to be considered in true Christian education.

- (1) The educator of Christian adults must have a completely Christian Philosophy of Education.
- (2) He must be thoroughly committed to this distinctive Christian philosophy. This Christian philosophy is not something that is merely conceived in the mind, but lived out in the life . . .
The Bible is truth to be practiced, not simply truth to be acknowledged.
- (3) He must have the written and living Word of God as the effective focus and integrating force for everything that he teaches.

(4) While recognizing his evangelistic responsibility toward the unbelievers who may be a part of the church or educational process, the educator of Christian adults has a primary responsibility to see that believers are growing in their Christian faith.

(5) He must recognize that there is a substantial core of essential biblical truth that believers need to know and fundamental experiences, such as witnessing and worship, that believers need to practice. To this, of course, are added other specific needs and interest areas.

(6) He must practice what he preaches. Truth taught should be truth lived; acknowledging the LORD in *all* our ways. While this is true for all believers, it is especially true for the educator of Christian adults. We must not be timid in our day with regard to a consistent, aggressive, and thoroughly Christian educational approach. Whether as institutions or individuals, our thought processes and expressions of those processes must be Christian in every way.

Frank E. Gaebelein
 “*Christian Education in a Democracy*”
 p. 25

II. The Adult Educational Process

Educators often speak of “*andragogy*” which is the art and science of helping adults learn and “*pedagogy*” which is helping children learn. Adults are not fully mature, just more mature than children and adolescents are. One of the worst mistakes that we could ever make would be to approach the education of adults in the same manner as the education of children. Notice the following differences between an education focused toward children or adults.

	<u>Pedagogy</u>	<u>Andragogy</u>
<i>The Learner</i>	Dependent	Interdependent
<i>The Goal</i>	Acquire knowledge	Solve problems
<i>The Process</i>	Teacher-directed Teacher determines need Authority oriented Formal	Self-directed Student determines need Mutually respectful Informal

III. Adult Learner Needs

The needs of people seem to breakdown into two major categories. The first is a “*felt need*” (which may or may not be correct) and the second is a “*real need.*” Educators have found that there are at least five real needs which must be addressed in ministries to adults.

A. Physical Needs - Everyone has a need for proper sleep, food, water, and exercise. Christian education must maintain a healthy balance in identifying and meeting these physical needs.

B. Security - Everyone wants to feel safe physically, psychologically and socially. The greatest security need is found in knowing our relationship with God through Jesus Christ.

C. Significance - Adults need to be appreciated and receive the admiration of others. It is a motive for service and an important driving force that seeks satisfaction on a regular basis.

D. Accomplishment -Adults are more highly motivated when they are convinced that they are growing in knowledge, social relationships, skills, attitudes, and accomplishments in their vocational and spiritual life.

E. Creativity - Probably the highest driving force we have is the need for new experiences as well as the development of new friendships and vital relationships. We serve a creative God who has made us in His image.

IV. Adult Development

There are at least three main stages of time in an adult life.

A. Young Adulthood (Ages 18 – 34) - How they adjust to the period just proceeding this (known as adolescent years), will have a direct result on their young adulthood. The main development emphasis for young adults is interpersonal relationships and intimacy with others. Many enter into a marriage covenant and begin the establishment of a home. The influence of friends at this point in time is of great importance. Support is needed as they begin careers and learn how to handle their physical and emotional development.

B. Middle Adulthood (Ages 35 - 49; 50 - 64)) - Social scientists tend to agree that the middle age is an area that is still filled with mystery and the unknown. It is known that the middle-aged group of adults need affection, security, and achievement. Over half of those who are divorced today are between the ages of 30 and 35 years. There are therefore, concerns such as physical, mental, emotional, social, and spiritual areas which must be addressed.

C. Older Adult (Ages 65+) - Christian maturity is a process not a package. Therefore, these adults are still learning and willing to share what they've learned and are learning. The life expectancy of this age group has increased significantly in recent years due to medical breakthroughs. Their quality of life is improving yet a longer life creates many other difficulties.

Many suffer from physical illnesses and disabilities (including loss of hearing and eyesight). Others have a declining mental ability especially in their memory. In the social aspect they are aware that many of their loved ones and friends have died leaving them with many hours of loneliness and frustration. Churches often forget that these are the "*pillars of the church*" (*Leviticus 19:32; Proverbs 16:31; Job 12:12; Titus 2:2-5*).

V. Single Adults - This group includes those never married, divorced, and widowed. Some even go so far as including those who are living in a difficult relationship with an unsaved spouse. Statistics show that this group is increasing at an alarming rate (i.e., - one out of every three adult women and one out of every four adult men).

Those who have never married need to recognize that this is quite acceptable in the eyes of God (I Corinthians 7:25, 26; Philippians 4:11). Singleness is considered as a gift from God and should be viewed with purpose and pride.

Those who have faced divorce will undergo a variety of special tensions. The church needs to stand with them to overcome feelings of failure; heal deep and permanent scars and help them understand the theological questions in a balanced viewpoint. Psychologists and counselors agree that communication, money, and sex are the primary factors that lead to divorce. Other factors such as materialism, mobility in our society, the women's liberation movement and stress are also factors to be considered. These people will be sitting in your Sunday school classes and Bible studies.

Those who are widowed outnumber divorced wives by a ratio of 4 to 1. They often struggle with loneliness as separation, a sense of emptiness, a sense of being abandoned, and a sense of being without company.

VI. Single Parent - The Bible tells us that the LORD protects the strangers, fatherless and widows (Psalm 146:9). More than 50 percent of children born in America live in a single parent household. Single parents have to make adjustments with their children following the separation, divorce or death of their spouse. Three stages are often identified: **disruption, adjustment, and integration.**

In *the disruption stage* there are often many emotional, legal, financial, physical and social stresses. This is a crucial stage for the church to be involved. During *the adjustment stage* the person is trying to find himself in terms of effective communication, self image, security, and significance. During *the integration stage* they move toward a new life with their ego intact and building relationships which are more secure and long-lasting.

VII. The Importance of Modeling - People still learn best by example. Many would rather see a sermon than hear a sermon. The Great Commission (Matthew 28:19,20) has made discipleship and evangelism the two primary functions of the church. Churches are discovering the importance of a lifestyle of evangelism or modeling. Larry Richards, in his book titled “*A Theology of Christian Education*” lists six keys to modeling.

- A. There needs to be frequent, long-term contact with the model(s).
- B. There needs to be a warm, long relationship with the model(s).
- C. There needs to be exposure to the inner states of the model(s).
- D. The model(s) needs to exhibit consistency and clarity in behaviors, values, etc.
- E. There needs to be a correspondence between the behavior of the model(s) and the beliefs . . . of the community.
- F. There are needs to be explanation of the lifestyle of the model(s) conceptually, with instruction accompanying shared experiences.



VIII. Young Adult Development and Program Response

Developmental Periods	Developmental Tasks	Program Response	Outcomes Sought
	1. Separating from one's parents	1. Personal assertiveness seminars	1. Biblically based autonomy
	2. Selecting initial career	2. Career & occupational workshops	2. Christian vocational call
	3. Gaining work experience	3. Work & school preparation	3. Acquire work & education experience
	4. Relating with peers	4. Relational skills & small groups workshops	4. Growing social confidence
Leaving Adolescence 18 - 22	5. Managing home alone	5. Housekeeping & buying skills workshops	5. Informed purchasing & living
	6. Managing work & leisure time	6. Time management training	6. Wise use of God's time
	7. Adjusting to independence	7. Loneliness & independence workshops	7. Acceptance of singleness
	8. Solving problems	8. Creative problem solving seminars	8. Positive alternative solutions
	9. Handling stress from change.	9. Stress management workshops	9. Peaceful change & growth

VIII. Young Adult Development and Program Response

Developmental Periods	Developmental Tasks	Program Response	Outcomes Sought
Joining the Adult World 23 - 28	1. Selecting a spouse	1. Marriage workshops	1. Satisfying Christian marriage
	2. Climbing the career ladder	2. Work advancement skill training	2. Career growth & fulfillment
	3. Becoming a parent	3. Parenting seminars	3. Healthy child & parent relations
	4. Involvement in community	4. Gifts, civic, & volunteer workshops	4. Active in community & church
	5. Consuming wisely	5. Financial management seminars	5. Wise consumer investment
	6. Buying a home	6. Purchase/maintain a home workshop	6. Healthy home environment
	7. Building social friendships	7. Human relations training	7. Social skills
	8. Achieving autonomy	8. Healthy identity/esteem seminars	8. Healthy sense of autonomy
	9. Solving problems	9. Creative problem solving seminar	9. Positive decision making
	10. Handling stress from change	10. Stress management workshops	10. Peaceful change & growth

VIII. Young Adult Development and Program Response

Developmental Periods	Developmental Tasks	Program Response	Outcomes Sought
Evaluating Initial Choices 29 - 32	1. Evaluating personal values	1. Clarifying values seminars	1. Commitment to owned values
	2. Appraising personal relations	2. Communication workshops	2. Satisfying personal relations
	3. Reviewing career progress	3. Job evaluation & adjustment workshops	3. Job satisfaction & achievement
	4. Adjusting to growing children	4. Parent-child relations seminars	4. Positive parent child relations
	5. Managing a home	5. Personal finances & home workshops	5. Healthy home life & finances
	6. Reviewing community activity	6. Gifts, civic, & volunteer workshops	6. Active in community & church
	7. Reexamining marriage	7. Marriage workshops and socials	7. Satisfying Christian marriage
	8. Solving problems	8. Creative problem solving seminars	8. Creative problem solving
	9. Handling stress from change	9. Stress management workshops	9. Peaceful change & growth

VIII. Young Adult Development and Program Response

Developmental Periods	Developmental Tasks	Program Response	Outcomes Sought
	1. Climbing the career ladder	1. Work advancement skill training	1. Career growth & fulfillment
	2. Involvement in community	2. Gifts, civic & volunteer workshops	2. Active in community & church
	3. Deepening marriage relations	3. Marriage workshops and socials	3. Satisfying Christian marriage
Settling Down 33-35	4. Adjusting to growing children	4. Raising teenagers seminars	4. Positive parent teen relations
	5. Managing a home	5. Personal finances & home workshops	5. Healthy home life & finances
	6. Solving problems	6. Creative problem solving seminars	6. Positive decision making
	7. Handling stress from change	7. Stress management workshops	7. Peaceful change & growth

DEVELOPMENT OF YOUTH

I. Youth Christian Education in Perspective

It has been correctly said that the only constant in youth ministries is the fact that youth ministries will change. Certain fads of dress and hair style continue to change with the decades. Education has been called “*the learning of culture.*” It is important to discover what does remain relatively constant with those passing through adolescence. A study done by Merton P. Strommen in the early 1970's was titled “*The Five Cries of Youth.*” The study was based on more than 7000 high school students from a dozen denominations and one parent church organization as well as many youth groups with no religious affiliation. This is what was discovered.

A. The First Cry was Self Hatred - This arose out of feelings of low self-esteem, self criticism and loneliness. It was discovered that the main thrust of the ministry should not be on problem solving (i.e., – overcoming fears, gaining confidence in improving ones self-concept) but rather on helping them to become aware of the possibilities they can find in a sincere relationship with Jesus Christ. They need to know that God loves them and so do God’s people. They must be convinced that they are important and have a potential for growth and positive change. Modeling was found to be the best method to use (Philippians 4:9; I Corinthians 11:1).

B. The Second Cry was Being Psychological Orphans - They felt they lived in an atmosphere of parental hatred and distrust. It concerned them that the family unit was breaking apart and ending in divorce. They felt left out when the family was disunited and fractured.

C. The Third Cry was of Social Protest - We only have to go back to May 4, 1970 at the Kent State University to be reminded what is brewing below the surface. Experts warn that just because we do not see consistent outbursts, that the protest is still well grounded. It has permeated many high schools. Youth are very critical of a lack of involvement by officials. They often feel that they are being neglected in the cutting of the pie.

D. The Fourth Cry is of Prejudice - Here we find that one-in-seven churches believe that acceptance from God is earned by meritorious living. Those on the opposite side sense the bias against them because they don’t fit into the form. Columbine High School in 1999 should be a grim reminder of the dangers of prejudism.

E. The Fifth Cry is Joy - About one-third of all church youth have found true meaning in answers to their life’s problems through a personal relationship in Christ. These committed youth have a faith that profoundly affects their belief and value system in such areas as ethical behavior, concern for others, attitude toward parents and toward their local church. The following chart indicates what highly committed youth want most.

What Highly Committed Youth Want Most

ACTIVITY	Percentage Declaring Much Interest
<p>To experience a closer relationship with God. Meetings where I experience the presence of God. To learn to speak naturally and intelligently about my faith. Guidance in finding out what God's will is for my life To learn how to make friends and to be a friend. To learn to know and understand the Bible better. To find meaning and purpose in my life. To experience acceptance in a group of people who really care about each other. To learn to be more of the real me when I am with other people. Group meetings where people feel free to say what they really think and are honest about what bothers them. To learn how to be a friend to those who are lonely and rejected. To learn what a Christian really is. Recreation and social activities where you get acquainted. To find a good basis for deciding what is right and wrong. To learn to get along better with members of the opposite sex. To learn about Christian views of sex, dating, and marriage. To develop greater ability to show a loving concern for others (both near and far away).</p>	<p>9.39e+33</p>

II. The Three Main Threats

It is important in Christian education to understand not only what bother youth and what they want but also to be aware of the devastating threats that are constantly working to destroy them. There are at least three main threats working against youth today.

A. Alcohol - Alcohol still remains the leading drug used by youth. It is attested by the fact that cirrhosis of the liver has increased at phenomenal rates for males between the ages of 15 and 24 years.

B. Drugs - One of the few studies done on youth and drugs discovered that there was a close tie between the use of drugs and the absence of faith. Spiritual convictions are still able to reduce or eliminate drug abuse.

C. Sex - With the increased government supported teaching of Planned Parenthood, the church has an incredible work to do. Recent statistics have proven that "*safe sex*" is not reducing teenage pregnancy or STD's in any way, shape or form. The only logical answer is abstinence.

III. Discovering and Establishing Five Purposes for Your Youth Ministry

Too often we see youth workers busy carrying on their programs without being able to explain the Biblical purpose of what they are doing. Two Scripture verses seem to stand out as a basis for what we need to do in our churches. The first has been called the **Great Commandment** while the second is the **Great Commission**.

A. The Great Commandment:

“Jesus replied: ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’ All the Law and the Prophets hang on these two commandments.”

Matthew 22:37-40

B. The Great Commission:

“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.”

Matthew 28:19-20

C. The Five Purposes

- 1. Worship:** *“Love the Lord your God with all your heart”*
- 2. Ministry:** *“Love your neighbor as yourself”*
- 3. Evangelism:** *“Go and make disciples”*
- 4. Fellowship:** *“Baptizing them”*
- 5. Discipleship:** *“Teaching them to obey”*

D. What do These Five Purposes Mean?

- 1. Worship** - is celebrating God's presence and honoring Him with our daily lifestyle (Romans 12:1). We can worship God through praying (Psalm 95:6); listening to the Word of God (Deuteronomy 31:11; Nehemiah 8:1-8).
- 2. Ministry** - is our way of reaching out to meet the needs of others. In this important area the youth become participators not just spectators. Here they use their God-given gifts to touch the lives of others.
- 3. Evangelism** - is sharing the Good News of the Gospel with those who have not yet entered into a personal relationship with Him. Adult leadership (mentor) is needed to model what we expect teens to do.
- 4. Fellowship** - is when the youth are known, cared for, held accountable and encouraged in their spiritual journey. This is unfortunately the most effective area in most youth groups.
- 5. Discipleship** - is the term used to describe the building up or strengthening of believers during their quest for maturity in Christ.

E. Grading These Five Purposes in Most Youth Groups

- Fellowship - A+**
- Discipleship - B**
- Worship - C+**
- Ministry - C-**
- Evangelism - D+**

IV. Creating a Youth Ministry Purpose Statement

A. Why Should we Create a Purpose Statement

1. It will clarify why you are in existence
2. It will attract followers
3. It will minimize conflict
4. It will create personal excitement
5. It will professionalize your ministry (after the pattern of Jesus)

B. How Should we Create a Purpose Statement

1. Keep it simple
2. Keep it meaningful
3. Keep it action-oriented
4. Keep it compelling

C. Follow Other Examples that Work

PURPOSE STATEMENT OF A VOLUNTEER-RUN YOUTH MINISTRY IN PICKERING, OHIO

Cross Current exists to **REACH** non-Christian junior and senior students, to help them **SHARE** in God's Word, to **OFFER** themselves in **SERVICE** to Christ, and to **CARE** for one another.

CARE	<i>fellowship</i>
REACH	<i>evangelism</i>
OFFER	<i>worship</i>
SHARE	<i>discipleship</i>
SERVICE	<i>ministry</i>

PURPOSE STATEMENT OF A PURPOSE-DRIVEN YOUTH MINISTRY IN MESA, ARIZONA

The goal of our student ministry is to **EXPOSE** teenagers to God's love, to **EQUIP** them to **EXALT** God, to **ENJOY** other believers, and to **EXPERIENCE** the work of the ministry.

EXPOSE	<i>evangelism</i>
EQUIP	<i>discipleship</i>
EXALT	<i>worship</i>
ENJOY	<i>fellowship</i>
EXPERIENCE	<i>ministry</i>

V. Identifying Levels of Commitment

Before setting out on a trek of frustration, you need to ask which of the five purposes (mentioned on p. 68) is the program addressing which you are about to begin or are to continue in. You also need to target the group you are setting the program for (non-Christian student; new Christian; apathetic Christian; growing student; or a spiritual leader).

A. Community Student - These are the students that live in an area that is practical for you to reach in your surrounding community. How many are there in this area that are unchurched in comparison to the number that regularly attend church services?

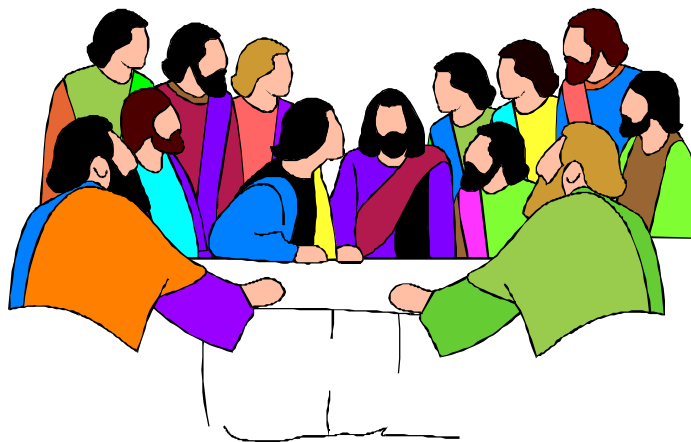
B. Crowd Students - These students will come to a weekend youth service. They are either invited by a friend or forced to attend by their parents. A few may attend regardless of the parent's involvement. These are simply at an entry level of commitment.

C. Congregational Students - Once a student accepts the Lord as their Savior they should be led to attend a weekly youth meeting where they can begin to grow in their relationship with Christ and have fellowship with other believers.

D. Committed Students - These students are committed to developing spiritual habits such as personal Bible study, prayer, accountability, Scripture memorization, giving, and commitment to the body of Christ.

E. Core Students - These students have discovered their purpose in Christ and have become actively involved sharing their gifts with others. These often become the student leaders. They will be key figures in the growth of any Youth Group.

Jesus appears to have had five levels of commitment to address as well. He left an impressionable impact on the people dwelling in the towns and villages (**Community**) that He passed through. Large groups (**Crowds**) of people often followed Him for distances. In Luke 10 He sent out seventy-two (**Congregational**). He led a band of 12 disciples (**Committed**). He poured His time into Peter, James and John (**Core**).



VI. Development of Youth Leaders

No one can do a serious study on the development of youth without first considering the development of youth leaders. Jesus gave us the pattern to follow when He came to reach the world with His message of salvation. He chose 12 disciples whom He later called apostles. This same pattern carried on through the early church (I Corinthians 4:15,16; Philippians 3:17).

First the leader does it *for* the youth.
Next, the leader does it *with* the youth.
Then, the youth do it *with* the leader.
Finally, the youth do it *without* the leader.

What is in the leader will eventually be played out through the life of the youth. We can only reproduce what we are. We seldom reproduce what we hope to become. The leader's level of maturity will usually set the peak maturity for the group. Leaders must model the attitudes, the feelings, the enthusiasm, the values, and the dedication which he seeks to develop in his youth group.

A leader becomes an authority. The important question is what type of authority is he/she?

A. Enforced Authority

This type of leader commands obedience and regulates it because he has the power to punish those who disobey.

B. Institutional Authority

Here people are organized together for the accomplishment of some purpose. Each holds an office that carries with it the power to reward and to punish on behalf of the institution.

C. Ability Authority

In this type, the person with a special degree of competence is given the right to lead.

D. Example Authority

This person gains authority through his Christlike behavior.

authority by those he serves



DEVELOPMENT OF CHILDREN

I. Children's Christian Education in Perspective

Most countries in the world today find themselves in a terrible dilemma. Families have placed a priority upon their jobs followed by their civic and social obligations. Unfortunately, the needs and desires of children have had to take a second-place to these other priorities. Children need more than just to be fed, clothed and entertained. Societal trends have placed us in a dangerous position where children are actually being cutoff from parental influence. They are therefore, not receiving the treasured beliefs and way of living that has been passed on for generations upon generations.

Children need proper role models. Many are finding poor role models while they sit before a television set. Computer games have added to the problem of isolation and influence. Decades of neglect are proving what the Bible teaches that *"a man reaps what he sows."* (*Galatians 6:7*). This has placed a high demand upon churches to fill the gap of educating these neglected children with consistent Biblical values.

The Old Testament shows us that the responsibility of childhood training was placed into the hands of the parents (*Deuteronomy 6:4 – 5; Proverbs 4:1-4*). It was clear that the children learned best by doing after following the pattern of their parents. The father's responsibility was to teach his son both a skilled trade as well as making them proficient in the Scriptures. In fact, they continued to blend the two together.

"The instruction was to be in the form of speaking both indoors and outdoors, visual reminders bound to foreheads and wrists, and written text on the doorposts of the houses and on the gates. Such education was comprehensive in scope and made virtually all of life a school. It acknowledged that children are immersed in a total curriculum of experience, and it detailed fundamental teacher-learning modes . . ."

Roy Zuck & Robert E. Clark
"Childhood Education in the Church"
p. 12

The attitude toward children in the New Testament continues to emerge. Jesus continued to teach that children were an important part of His society (*Mark 10:13-16*). He used children as an object lesson to show how to enter the kingdom of God (*Mark 9:33-37*). They were given angels in heaven to watch over them (*Matthew 18:10*). Children were taught to obey their parents and parents were to train their children in the instruction of the Lord (*Ephesians 6:1-4*). Fathers were warned not to deal harshly with their children so they don't become discouraged (*Colossians 3:21*). There was no prescribed curriculum to be taught outside of the home.

In the late 1700's, Robert Raikes saw the need to offer Christian education to the chimney sweepers on Sooty Alley in England. This was the beginning of the modern Sunday School. It began in the kitchen of Mrs. Merideth. By the time of Raike's death in 1811, there were nearly half a million children enrolled in Sunday School. In the early twentieth century we find a wider scope of programs that have branched out well beyond the denomination lines.

II. Why Should We Teach Children?

- † Children are a Gift from God
- † Children are open to God
- † Jesus placed a high value on children
- † The church is the "*family of God*"
- † Christian faith is never more than one generation away from extinction
- † The early years set the tone for lifelong learning
- † Children deserve to be helped to moral and spiritual maturity
- † Early, consistent saturation in a warm, Christian nurture environment helps children respond personally to Christ's call to salvation
- † The child's emerging life needs are best met in Christian fellowship
- † Child development is best understood, appreciated and ministered to in the loving environment of the family of God
- † The educational technology obligates us to effective ministry with children
- † The secularism of our times increases the urgency of providing a rich corrective in the Christian nurture and evangelism ministries

III. How Should We Teach?

- If a child lives with criticism, he learns to condemn.
- If a child lives with hostility, he learns to fight.
- If a child lives with fear, he learns to be apprehensive.
- If a child lives with pity, he learns to feel sorry for himself.
- If a child lives with ridicule, he learns to be shy.
- If a child lives with jealousy, he learns to hate.
- If a child lives with shame, he learns to feel guilty.
- If a child lives with encouragement, he learns to be confident.
- If a child lives with tolerance, he learns to be patient.
- If a child lives with praise, he learns to be appreciative.
- If a child lives with acceptance, he learns to love.
- If a child lives with approval, he learns to like himself.
- If a child lives with recognition, he learns to have a goal.
- If a child lives with sharing, he learns about generosity.
- If a child lives with fairness, he learns justice.
- If a child lives with honesty, he learns what truth is.
- If a child lives with security, he learns to have faith in himself.
- If a child lives with friendliness, he learns that the world is a nice place to live in.

By Dorothy Nolte

IV. Understanding Infants

The infant refers to a child that is from birth to twelve months old. Since the characteristics change so rapidly, we will look at the various stages they go through.

A. Birth through Three Months

- † is a bundle of joy and potential
- † has a God-given trust
- † is encountering the need to function on his own
- † the chief business is to grow - physical needs dominate his life
- † the sensory system is NOT fully developed
- † gives nonverbal messages constantly
- † daily routine is important
- † attracted by bright hanging toys and mobiles
- † sleeps more easily if times of wakefulness are made interesting

B. Four Through Six Months

- † becomes more active - rolls & wiggles
- † not safe to leave alone on any raised surface
- † begins to enjoy a playpen
- † becomes bolder in approach - will roll from back to tummy
- † begins to recognize familiar faces and voices - may cry when left alone
- † learns to pick up objects - must be taught to let go
- † increases in body size

C. Seven Through Nine Months

- † usually gains their first tooth - cries more, lose of appetite, runny nose
- † toys should stimulate the mind - small blocks, bells, balls, large rings
- † may become suspicious of strangers
- † enjoys opportunity to explore
- † shows active resentment if their activity is thwarted

D. Ten to Twelves Months

- † eating solid foods and drinking from a cup - bedtime bottle often used
- † sits up without support and crawls well
- † loves to explore - needs a safe environment
- † enjoys games like pat-a-cake
- † should be introduced to books
- † nerve and muscle control starts at head and moves downward
- † can use forefinger and thumb together
- † begins pulling himself up, stands and takes his first step

V. Understanding Toddlers

A toddler describes a child between the ages of thirteen to twenty-four months. Perhaps at no other time is so much energy and endurance, insight and courage required of adults. In infancy, a child learns basic trust and basic distrust. As a toddler, he learns self-confidence and self-doubt.

A. Physical Characteristics

- † has a newly acquired ability to walk - may resort to crawling
- † he cannot and should not be forced to walk
- † gains better coordination of hands - playthings should be purposeful
- † change in sleeping habits - needs only a daytime nap
- † begins toilet training
- † height increases - may need to place certain objects out of reach

B. Mental Characteristics

- † language development increases - adds verbs and nouns (up to 300)
- † seeks autonomy, independence and begins to say “no”
- † give them time to finish activity before beginning another
- † has a brief attention span and short memory - repeating is necessary
- † positive directions are needed constantly

C. Social Characteristics

- † their world is confined to “me” and “mine” - little understanding of others
- † play is most often solitary which becomes parallel but not cooperative
- † needs to be taught to share, take turns, as well as to be kind
- † treats people like things - pushes, feels, tries to manipulate

D. Emotional Characteristics

- † insecurity describes their emotions - adjustment is difficult
- † does best with familiar routine, familiar room and familiar faces
- † needs and responds to the calming influence of an adult
- † reactions are based upon fatigue, insecurity, hunger, rest, and safety
- † will act out their feelings in play

E. Spiritual Characteristics

- † openness and receptivity aptly describe a toddler
- † will listen in wonder about baby Jesus - basic Bible truths understood
- † can be taught about God (happy feelings); creation (discovering beauty); church (at-home in church); Bible (as a book); family (association)

VI. Understanding Twos and Threes

A two year old is a “*live-wire*” from the time they wake up to the time they go to bed. Mentally they are like a sponge. They are learning good eating and sleeping habits, bladder and bowel control, following directions, getting along with others, and talking well.

Spiritually they are a bundle of trust. They hunger more to know about God and His Word and depend on those who can read to tell them. Socially they are a loner although family ties are important. Temperamentally they are often described as the “*terrible two.*” They offer little peace and quiet. They suck their thumbs, wet their beds, pick their noses, show off, get into everything, tear things up. (See also the Appendix pp. 102-109 on What a Child Can Learn at various age levels).



A. Physical Characteristics of Twos and Threes

Characteristic	Twos	Threes
Height	About 33-38 Inches	About 35-40 inches
Weight	About 25-35 pounds	About 27-40 pounds
Posture	Slightly stooped, not fully erect; knees and elbows somewhat bent, leans forward as he runs	Walks upright now, swings arms more like an adult
Sleeping Habits	Needs about twelve hours at night plus a two-hour nap in the afternoon; tires easily; is upset by confusion	May begin staying awake during afternoon nap time, but he should “ <i>rest</i> ” during the time anyway
Toilet Habits	Does not yet have complete control; is still subject to accidents, especially at night during sleep	Should have good control now, except he may need to be put on the toilet before he goes to bed
Eating Habits	Schedule is important, adds to his security; a snack may be necessary between meals, but should be small and simple; foods may include such things as slices of fruit (oranges, apples), bananas, fruit cups, milk, eggs, toast, meat or fish in easy to chew form, cooked vegetables (peas, beans, carrots), pudding, graham crackers, juices, small sandwiches, soups, and lettuce	Schedule is still important; the same foods should be used with some variation
Dressing ability	Is beginning to dress himself; does best with familiar clothing that pulls on or off, or buttons in front	Has learned to button and unbutton front and side but not in back; can remove shoes and can slip in and out of some boots; has not yet learned to tie shoes

B. Mental Development of Twos and Threes

Activity	Twos	Threes
Reading	<p>“<i>Reads</i>” pictures by telling what is in them; likes to listen to stories or poems; interest span is three to four minutes; enjoys repetition in stories; may ask to have one story read again and again; often adds his own thoughts, especially if encouraged by parents or teacher; Bible storybooks are good because they are true and the child will believe everything he hears</p>	<p>Still “<i>reads</i>” pictures by telling what is in them; enjoys rhymes, nonsense verse, and making up his own stories; likes exaggeration; alphabet books begin to hold his interest, although he has not yet learned to read; teacher or parent should ask questions while reading to the child to stimulate thinking</p>
Drawing	<p>Can use crayons but does not stay within lines; likes to show off his work to a parent or teacher; can make simple things from clay or sand-cakes, roads, tunnels; can begin to use finger paint but makes crude designs</p>	<p>Is beginning to draw distinguishable objects, designs, and letters, though sizes may be disproportionate; has begun to use paint brush; crayon work is less crude than at two</p>
Singing	<p>Rhythm is important, especially to act out something; may be able to sing short choruses learned in Sunday School; may sing in a group but does not carry a tune; enjoys listening to music and stories</p>	<p>Some threes are beginning to stay on pitch; may sing alone but sings better in a group; still enjoys tapes and CD’s of music and stories</p>
Playing	<p>Simple wooden puzzles, building blocks, simple construction sets, sandbox, stuffed animals, large wood beads or spools to string, clothes pins, and plastic bottle are good now</p>	<p>Still enjoys many of the same toys; also likes dolls, punching bag, small wagon, and rocking horse; likes to play stories and act out parts; likes to imitate others</p>

VII. Understanding Fours and Fives

All children at different age levels follow certain patterns of growth and development. A four year old who was seemingly well-adjusted and outgoing may become shy as he enters his next stage of growth. A teacher in this age level needs to be perceptive when a child is ready to move to the next level of growth (Ecclesiastes 3:11).

A. Physical Characteristics

- † rapid growth - whirlwind of running, jumping, climbing, twisting
- † developing large muscles in legs and arms which need to be exercised
- † gaining control of small muscles - zipping, buttoning, cutting
- † constant activity causes fatigue, tenseness, and confusion
- † begins to lose chubbiness and getting taller
- † girls mature faster than boys
- † increases ability to sing in tune, although has difficulty keeping pitch
- † learning to print
- † arrange room in open areas; work on floor with blocks, puzzles, home play

B. Mental Characteristics

- † they are curious and want to learn; need variety
- † they can put thoughts and ideas into words - enjoys rhymes
- † limited comprehension of time and space - *“long time ago or far away”*
- † literal minded - symbolism and figures of speech extremely confusing
- † a 5-year-old has an active imagination
- † they speak words they often don't understand - be careful in memorization
- † able to use more variety in equipment and materials
- † enjoys stories
- † concept of time is confined to short periods of a time span
- † attention span is sustained if they are actively involved - look, listen, explore

C. Social Characteristics

- † forms groups but also excludes others sometimes rudely
- † he is basically self-centered
- † will grab, show off, wants to be first, and interrupts to get attention
- † a 5-year-old is generally more friendly, plays with others, takes turns
- † limited to small groups
- † can offer suggestions and ideas
- † can resolve problems without help from an adult - understands what is fair
- † exhibits a strong spirit of conformity - actively seeks praise
- † his authority is *“mommy and daddy”*

D. Emotional Characteristics

- † exhibits his emotions quite intensely - can burst into a rage
- † outbursts will become less frequent and shorter in time span
- † guide them to express their feelings in a safe manner
- † fear is their outstanding emotion - be careful with crucifixion, focus rather on Jesus is alive
- † can reflect emotions of adults - worry, joy, happiness, sympathy

E. Spiritual Characteristics

- † thinks of the Lord in a personal way
- † thinks of Jesus as a friend who loves and cares for them
- † has a simply understanding of God
- † can be taught to thank God and pray to Him
- † moments of spontaneous worship often comes during activity
- † wonder, joy and gratitude are emotions closely related to worship
- † beginning to recognize right and wrong
- † think in terms of personal - relate Christ to those around them

VIII. Understanding Primaries (Ages 6-8 years)

This age level comes with their personal distinctives. Some may be shy and quiet while others are active, talkative and outgoing.

A. Who is Six?

- † this is an age of transition
- † eager for approval and acceptance of peers
- † sensitive to criticism and being left out of the group
- † are quite immature for their size
- † emotions are near the surface - can cry quickly
- † may or may not be competent readers
- † movement is their outstanding trait - jump, rush and run
- † enjoy activity whether purposeful or not
- † have a short attention span - give one idea - keep it simple
- † difficulty in grasping sequence of events such as Old & New Testament chronology
- † trying to determine between reality and fantasy
- † tend to believe that anyone with a religious background are good

B. Who is Seven?

- † have many of the same characteristics as a six-year-old
- † want to do perfect work to gain approval of adults, peers and self
- † needs to be helped in accepting his limitations
- † will be discouraged if they don't succeed
- † they worry about being liked, being late, meeting new people
- † eye-hand coordination is improving
- † enjoy reading
- † maintain a friendly atmosphere as you present opportunities
- † ready to fight more with words than fists

C. Who is Eight?

- † resent being treated like little children
- † love organized games
- † enjoy a best friend but also like an enemy - watch out for isolation groups
- † usually resentment to the opposite sex
- † have fewer fears than a year earlier
- † will often become argumentative
- † learn well by role playing
- † they love stories
- † object lessons difficult for them to understand - they think in concrete terms

IX. Understanding Juniors (ages 9-11 years)

A. Abounding Activity

- † juniors are on the move - they want things to do
- † love field trips, camping, fishing trip with dad
- † enjoy making things adapted to their age level
- † like Bible stories with action - like to act out
- † like mystery

B. Hero Admiration

- † they admire those who do what they would like to do
- † may admire someone without moral qualities because the person is popular
- † need help in distinguishing between what is right and wrong
- † their tolerance for divorce, drugs, killings, defiance of authority can stretch to accept these as normal living

C. Loyalty

- † juniors have many loyalties - direct them to the Lord
- † they have difficulty making choices
- † need to be encouraged to obey their parents - principle of authority

D. Competition

- † Juniors like to compete - like team games
- † competition is good to encourage better performance but can do harm if overdone (i.e., - Bible drills)

E. Justice

- † Juniors have a keen sense of justice
- † not as likely to blame someone else - still sense some responsibility
- † finds it easier to understand that God must punish sin. Jesus took our punishment, and they need to give their lives to God
- † they are very responsive to the gospel message
- † many have been influenced by lax attitude of justice and are becoming vague in understanding consequence of wrongdoing
- † recognize sin as sin but have difficulty seeing sin in their own lives
- † they see themselves as honest because they haven't done terrible things

F. Excellent Memory

- † Juniors can easily memorize Scripture - need help in understanding
- † rewards should be equal to all and appropriate - not good to have one prize

G. Humor

- † jokes and tricks are favorites
- † they make funny remarks to get attention
- † need to be taught that some things are not funny - mimic or mockery
- † need to be taught not to tease people with disabilities

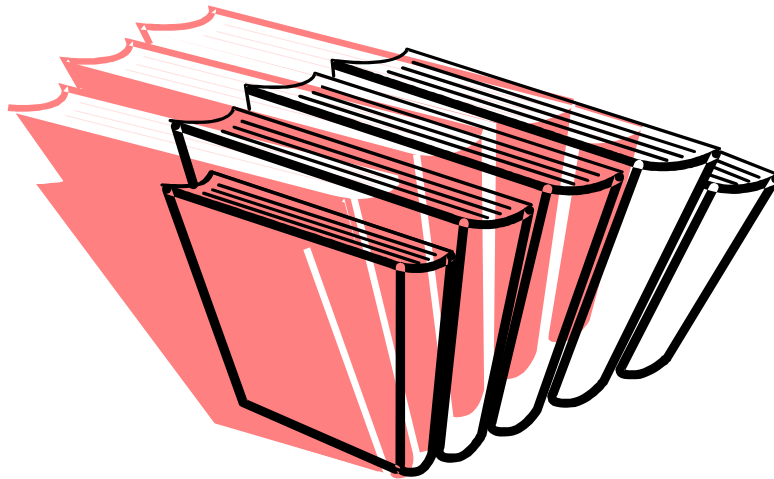
H. Hobby-Loving

- † juniors love hobbies - baseball cards, models, stamp collecting, ribbons
- † use charts with stars for Bible memorization, attendance, Bibles etc.

I. Relational Thinking

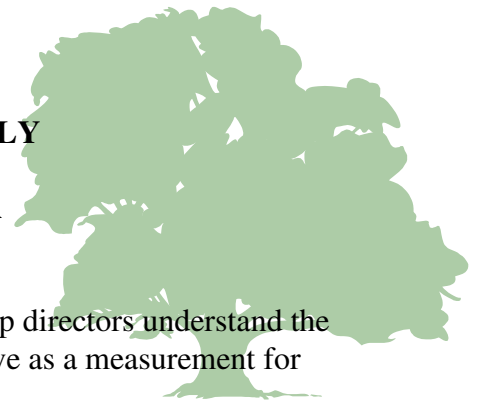
- † they can fit events into sequential order
- † maps and charts help them learn
- † they enjoy the challenge of word puzzles and contests

APPENDIX



FOUNTAINGATE CHRISTIAN ASSEMBLY

CHRISTIAN EDUCATION DIRECTOR SCOPE OF MINISTRY



Purpose: To offer guidelines for recruitment of a C.E. Director; to help directors understand the expectations placed upon them; to define lines of authority; and to serve as a measurement for evaluation purposes.

A. TIME REQUIRED: Two to three hours per week for a minimum of one year.

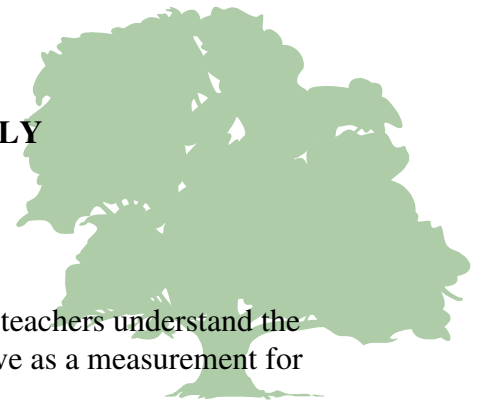
B. QUALIFICATIONS: Possessing people-skills with adults, teenagers and children; organized, self-disciplined and having leadership qualities.

C. SPECIFIC RESPONSIBILITIES:

1. Commune with the Lord.
2. Answer directly to the Board of Elders. To be a member of the Board of Directors.
3. To regularly attend church services.
4. To plan any training seminars; conventions and workshops related to C.E. To attend conventions or training seminars that would be appropriate for C.E. Directors.
5. To be thoroughly familiar with the C.E. Department's policies, aims and objectives.
6. To understand the general organization and administration of the C.E. department.
7. To ensure that every classroom is adequately supplied with good equipment. To ensure that all doors are opened and temperatures are at comfortable levels along with good lighting.
8. To oversee any needs for discipline or correction in words or actions of any pupil or teacher.
9. To be involved in any special events hosted by the C.E. Department (i.e., C.E. picnic; Worker's Appreciation BBQ; C.E. musical programs; outings etc.).
10. To review and make recommendations of new curriculum; to oversee the distribution of finances with the C.E. Department through developing a yearly budget; to oversee the placement of teachers and aids; to oversee the follow-up program.

FOUNTAINGATE CHRISTIAN ASSEMBLY

CHRISTIAN EDUCATION TEACHER SCOPE OF MINISTRY



Purpose: To offer guidelines for recruitment of C.E. teachers; to help teachers understand the expectations placed upon them; to define lines of authority; and to serve as a measurement for evaluation purposes

A. TIME REQUIRED: Two to three hours per week for a minimum of one year.

B. QUALIFICATIONS: Having the ability to communicate Biblical truth in a practical manner which will train and equip students for lifestyle changes.

C. GENERAL RESPONSIBILITIES:

1. Commune with the Lord.
2. Answer directly to the Director of Christian Education.
3. To regularly attend church services.
4. To attend any training seminars; conventions and workshops related to C.E. as planned. To also be willing to evaluate your teaching and be open to suggestions which could help you to improve.
5. To be thoroughly familiar with the C.E. Department's policies, aims and objectives.
6. To understand the general organization and administration of the C.E. department.

D. WEEKDAY RESPONSIBILITIES:

1. To begin early in the week to thoroughly prepare your lesson.
2. To work on encouraging new students for your class.
3. To pray earnestly for each student.
4. To attend the midweek service or cell group so you can also have a time to be taught and ministered to.
5. To study the class records and utilize the information they yield.
6. To read material that will enhance your teaching ability. To make use of suggested resource material.
7. To request any supplies/resources early for upcoming lessons.
8. To set up your classroom in a warm, appealing manner and in consideration of the age level of your students.
9. To plan and organize any social activity for your class (possibly in cooperation with the Social Events Director).

FOUNTAINGATE CHRISTIAN ASSEMBLY

CHRISTIAN EDUCATION TEACHER SCOPE OF MINISTRY (Contd.)



E. SUNDAY MORNING RESPONSIBILITIES

1. To arrive in time to complete final set up of the room and arrange supplies.
2. To warmly greet each student.
3. To prepare activities for students as they arrive.
4. To guide Bible learning by:
 - selecting appropriate Bible learning methods/activities
 - giving students freedom to explore and discover God's truths
 - being well prepared in the use of Bible stories, Scripture verses, questions, comments (appropriate to their age level) that help to accomplish the Bible teaching/learning aim.
 - encouraging students to be honest in expressing their ideas and feelings

in

appropriate manners

- helping students apply the Bible truths they've learned in ways that result in changed lives

5. To evaluate each lesson as well as the student's progress.
6. To complete attendance and personal data records in the class record book.
7. To provide opportunity for the salvation of every student as well as help them mature in Christ.
8. To leave the room in a clean and tidy manner, locked up and the lights turned off.

F. FOLLOW-UP RESPONSIBILITIES

1. To visit in your student's home at least once a year in order to bring an association of the classroom/church with the home.
2. To follow up on absentees with either a phone call, card or visit.
3. To fill out the "Visitor Registration Slip."
4. To mail out birthday cards and cards noting special achievements make sure they arrive in time.
5. To keep attendance records and personal data up to date in the Class record Book.
6. To become personally acquainted with every pupil, knowing their names, spiritual experience, needs and family relationships.

FOUNTAINGATE CHRISTIAN ASSEMBLY
NURSERY COORDINATOR SCOPE OF MINISTRY



Purpose: To provide a Christlike environment for infants and preschool children with standards of care and hygiene that will win the confidence of concerned parents.

A. TIME REQUIRED: About two to three hours per week for a minimum of one year.

B. QUALIFICATIONS: Honestly caring for others, people-skills with children and adults, organized, self-disciplined and possessing leadership qualities.

C. SPECIFIC RESPONSIBILITIES:

1. Commune with the Lord.
2. Answer directly to the Christian Education Director.
3. Your first priority for prayer and care is to the care-givers serving with you.
4. Oversee and schedule staff for all service times. To recruit the staff needed to serve on a rotational basis in consultation with the Christian Education Director.
5. Commit yourself to ongoing training and inspiration in your field of service (in consultation with the Christian Education Director).
6. To be thoroughly familiar with the C.E. Department's policies, aims and objectives. To also understand the general organization and administration of the C.E. Department.
7. Contact at least two different workers each month to encourage and care for them.
8. To become directly involved with any discipline problems and work out a solution with the help of care-givers and parents.
9. To ensure that facilities are attractive, comfortable and hygienic. To ensure that every classroom is adequately supplied with good equipment & supplies. Ensure that all doors are opened and temperatures are at comfortable levels along with good lighting.
10. To oversee the provision of equipment, training resources and curriculum for staff. To prioritize the need for equipment as well as review and make any recommendations of new curriculum.

FOUNTAINGATE CHRISTIAN ASSEMBLY
NURSERY WORKER SCOPE OF MINISTRY



Purpose: To provide a Christ-like environment for infants and pre-school children with standards of care and hygiene that will win the confidence of concerned parents in co-operation with the Nursery Co-ordinator.

A. TIME REQUIRED: About 120 minutes per week (on a rotational basis) for a minimum of one year.

B. QUALIFICATIONS: Honest caring for others, people-skills with children and adults, organized and self-disciplined.

C. SPECIFIC RESPONSIBILITIES:

1. It would be appreciated if all Nursery Workers would arrive no later than 15 minutes before the service begins.
2. Only those workers who are scheduled are to be in the nursery along with any parents who wish to stay.
3. Our dress needs to be modest in order to keep attention on our Lord and not on us. We would appreciate if all ladies & teens would wear modest clothing (not jeans & T-shirts).
4. If the child is new, find out their name and any special instructions to care for them properly.
5. If a parents need to be contacted, please do so in a manner that gains as little attention as possible. Please treat all children and concerned parents with care and respect. No children should be left unattended . There should always be two nursery workers scheduled. Even in the case of an emergency there should always be one worker left in the room.
6. At the close of the morning service it would be much appreciated if a general cleanup could be done. At the end of the evening service (or A.M. if there is no P.M. service) all toys need to be placed in the storage boxes (after spraying) and returned to the storage shelf. Since babies usually put toys in their mouths it is best not to use toys that cannot be washed. A spray bottle of water mixed with a small amount of Javex should be used at the end of every service for all toys that have been used (be careful of the carpets). The disinfected toys can be left to air dry.
7. Cookies/crackers are to be used sparingly. Let our Nursery Co-ordinator know if any supplies are low or if any toys are broken.

FOUNTAINGATE CHRISTIAN ASSEMBLY
NURSERY TEEN WORKER SCOPE OF MINISTRY



Purpose: To provide a Christ-like environment for infants and pre-school children with standards of care and hygiene that will win the confidence of concerned parents in co-operation with the Nursery Co-ordinator.

A. TIME REQUIRED: About 120 minutes per week (on a rotational basis) for a minimum of one year.

B. QUALIFICATIONS: Honest caring for babies/toddlers, able to follow instructions and have a cooperative spirit.

C. SPECIFIC RESPONSIBILITIES:

1. To Commune with God.
2. To be directly responsible to the Adult Nursery Worker in charge in cooperation with the Nursery coordinator.
3. To arrive in time to be in the nursery no later than 15 minutes before the service begins.
4. Only those workers who are scheduled are to be in the nursery along with any parents who wish to stay.
5. Our dress needs to be modest in order to keep attention on our Lord and not on us. We would appreciate if all ladies & teens would wear modest clothing (not jeans & T-shirts).
6. If the child is new, find out their name and any special instructions to care for them properly. If a parents need to be contacted, please do so in a manner that gains as little attention as possible. Please treat all children and concerned parents with care and respect. No children should be left unattended . There should always be two nursery workers scheduled. Even in the case of an emergency there should always be one worker left in the room.
7. A child should be picked up only if the Nursery Worker asks for them to be rocked or fed, changed etc. .
8. At the close of the morning service it would be much appreciated if a general cleanup could be done. At the end of the evening service (or A.M. if there is no P.M. service) all toys need to be placed in the storage boxes (after spraying) and returned to the storage shelf. Since babies usually put toys in their mouths it is best not to use toys that cannot be washed. A spray bottle of water mixed with a small amount of Javex should be used at the end of every service for all toys that have been used (be careful of the carpets). The disinfected toys can be left to air dry.
9. Cookies/crackers are to be used sparingly.

FOUNTAINGATE CHRISTIAN ASSEMBLY

GUIDELINES FOR OUTINGS

Due to the fact that a number of outings are organized during the year it is important that we set forth a number of guidelines to better serve the church. The following list has been made to ensure that everyone is treated equally and Christlike.

1. A Planning Sheet needs to be completed for every outing and handed to the Senior Pastor. Make sure each event is well-publicized by communicating with the church secretary (submitting calendar/bulletin announcements).
2. Forms should be completed well in advance with an area for the parent/guardian to sign and thereby grant permission for their child.
3. Total costs need to be stipulated and explained (i.e., ticket prices, transportation, food, rentals, etc.)
4. The time and location for departure and return needs to be made specific. Parents need to be informed if their children will be given a ride to their homes upon returning. No rides will be granted to locations other than what had been originally agreed to.
5. Insurance costs for cross-border events are the responsibility of the individuals participating NOT the church. Birth Certificates are required for US functions.
6. At no time are false statements to be made about age (etc.) in order to reduce admission or rental costs.
7. Anyone who benefits from fund raising will also be required to do their part in the raising of those funds. No one will be sponsored for more than one event per year. An accurate record of all benevolent giving is to be kept.
8. A cut off date will be set for all prepayments. No exceptions will be allowed unless there are extenuating circumstances.
9. Certain outings will be organized with the intent of bringing visitors and friends.
10. Transportation needs to be arranged well in advance and fine tuned as the cut off date approaches. No one will be guaranteed transportation after the cut off date. A sign up sheet needs to be made to serve those on a "first come first serve basis."
11. Everyone attending an outing will be expected to act in a manner appropriate for a Christian function.

FOUNTAINGATE CHRISTIAN ASSEMBLY CHECK OFF LIST FOR OUTINGS

- Ensure that the date, place and times are correct
- Notify the Clerical/Financial Director (so church calendar and finances will be in order)
- Make sure a map is made for all drivers and that they understand the meeting and drop off points. Have them fill up their gas tanks before going and refill when they return. They will be reimbursed for all costs
- Ensure that all Waiver & Medical Release Forms are signed and returned by the cut off date. (Birth Certificates are required for out of country functions.
- Ensure that all money is paid by cut off date
- See that any benevolence is recorded
- Ensure that only those who are on the approved list of drivers/adult chaperones are involved. These will need to have an R.C.M.P. Criminal Reference Check completed along with the normal interview procedure as detailed in the Church policy ***“Plan to Protect.”***
- Make up an information sheet for those interested with
 - 1). Name of Event
 - 2). Location
 - 3). Cost
 - 4). Starting Time/Ending Time
 - 5). Meeting & Drop off Points
 - 6). What to Bring (lunch, clothing).
 - 7). Contact name & number at place of Event
 - 8). Fountaingate’s Coordinator (name & number).
- A Planning Sheet for Social Events Ministry needs to be made for the Church Office.
- Have an envelop containing all the signed Waiver & Medical Release Forms. Include the church’s accident/emergency procedure. As well as the Guidelines for Outings.
- The church’s Calling Card number is _____
- Bring a First-Aid Kit to the event.

FOUNTAINGATE CHRISTIAN ASSEMBLY EMERGENCY/ACCIDENT PROCEDURE

- - Ensure that first-aid is promptly/properly administered by a qualified adult (Adult Representative of Fountaingate Christian Assembly or one who has been trained in St. John's Ambulance First Aid Course). Check to see if there are any allergies, medication or other concerns which would affect any medical procedures.
- - Call for an ambulance immediately, if required (911).
- - Contact parents/guardian and pastor to
 1. Explain details of what and how it happened
 2. When it happened
 3. Where it happened
 4. What is going to be done? Give information on the hospital as required.
 5. If parent cannot be contacted call emergency contact listed on the Waiver & Medical Release Form
- - If neither the parent/guardian nor emergency contact can be reached, mark down the times when the calls were made and keep trying.
- - Appoint a responsible adult to be in charge at the outing/event (leave with them the envelop of all other Waiver and Release Forms) and go with the injured person to the hospital along with their Waiver/Medical Release form.
- - If the injury requires a medical procedure that must have approval of the parent/guardian, notify them immediately. If they cannot be contacted, the Waiver should be shown to the medical doctor and a decision made accordingly.
- - At no time is a non-adult (non-approved supervisor) to make decisions involving medical emergencies.

WAIVER & MEDICAL RELEASE FORM

FIELD TRIPS AND SPECIAL EVENTS

Activity:**Date:**

Name of Child or Youth: _____ Date of Birth: _____

Address: _____ Postal Code: _____

Phone: _____ **Emergency Contact & Phone Number** _____

Does your child have any severe allergies? (Bee stings, food, penicillin, other drugs) YES _____ NO _____

If yes, please explain: _____

Does your child have any life-threatening allergies? YES _____ NO _____

If yes, please explain: _____

Is your child bringing any medication with him or her? (Antibiotics, a ventilator, Ritalin) YES _____ NO _____

If yes, please explain: _____

Does your child have any physical, emotional, mental or behavioral concerns or limitations that our staff should be aware of? YES _____ NO _____

If yes, please explain: _____

Precautions are taken for the safety and health of your child, but in the event of accident or sickness, Fountaingate Christian Assembly, its staff, and its volunteers are hereby released from any liability. In the event that your child requires special medication, x-rays or treatment, the parents/guardians will be notified immediately. If you cannot be contacted, the emergency contact will be called. In the event that neither can be contacted, you as the parent/guardian give permission by your signature below for the adult representative of Fountaingate Christian Assembly to work in Cooperation with the doctor to make any medical decisions that are deemed necessary for your child.

Your child must be covered by the Provincial Health Insurance or an equivalent medical insurance. This card needs to be given to the Adult representative of Fountaingate Christian Assembly to be returned after the event.

Provincial Health Insurance Number: _____**Name of Family Physician:** _____ **Physician's Phone Number:** _____**Parent/Guardian's Signature:** _____ **Date:** _____**Fountaingate Christian Assembly****Children's/Youth Ministries**

216 Ellen Ave., Cornwall, Ontario K6J 3L7 (613) 932-0685

Fax: (613) 932-4955 e-mail: revbm@fountaingate.orgWeb: www.fountaingate.org

PLANNING A SESSION – FOUR STEPS TO SUCCESS:

Step 1 – Do Personal Bible Study

Thoroughly study the passage(s) for each lesson, being especially careful to work on its application for you personally.

Step 2 – Fill in a Session Plan Sheet

Use a Session Plan Sheet appropriate to the teaching plan for each division – including all lesson parts, Bible learning activities, materials, questions, etc. this activity helps you to:

- process and understand the lesson plan;
- organize your thinking;
- discipline your use of time;
- produce a helpful tool for use on Sunday

Step 3 – Make a Team Plan

Share and discuss your completed Session Plan Sheet with another person teaching the same lesson, or with a non-teaching helper, or with other teachers in your division.

Step 4 – Complete Planning Details

Gather materials, prepare visuals, write out questions, prepare notes, contact helpers, set up your room and equipment, pray, get a good night's sleep, etc. Develop your own "checklist" to use every week for these details.

UNIT PLAN SHEET

Early Childhood Division

Dates _____ Quarter _____ Unit _____

Unit Title _____

Lessons _____

UNIT BIBLE

TEACHING AIM

To help the child . . .

This unit aim will be achieved through

BIBLE STORIES

List (a) Title of each story
(b) Single main fact that the child should know . . .

1st Sunday

2nd Sunday

3rd Sunday

4th Sunday

5th Sunday

BIBLE VERSES

AND THOUGHTS . . .

SONGS AND FINGER FUN

List songs and finger fun that support aim:

Activity Songs:

EVALUATION

to be completed at the end of the Unit

Was your aim achieved? Yes No

Reasons for your answer:

SESSION PLAN SHEET

Early Childhood Division

Unit Title _____

Lesson # _____ Lesson Title _____

Bible Reference _____ Date _____

BIBLE

TEACHING AIM

To help the child . . .

**BIBLE VERSES
AND THOUGHTS**

. . . for conversation

**SONGS AND
FINGER FUN**

Aim related:

Activity Songs:

STEP 1 BIBLE LEARNING ACTIVITIES

Start:

Finish:

Home Living

Materials:

Procedure:

Teacher:

Conversation:

Block Building

Materials:

Procedure:

Teacher:

Conversation:

Table Activity

(art, books, puzzles, etc.)

Teacher:

Materials:

Procedure:

Conversation:

Discovering

God's Wonders

Teacher:

Materials:

Procedure:

Conversation:

SESSION PLAN SHEET - Early Childhood Division, Contd.

STEP 2 TOGETHER TIME/SURPRISE TIME Start: Finish:

Leader: Activity: Materials:

Songs, Prayer, Bible
verse, Conversation,
etc., in order of use

SNACK/REST TIME
(Church Time only) Assignments: Materials

STEP 3 BIBLE STORY ACTIVITY TIME Start: Finish:

Story Point Visuals:

Story Outline:

Conversation relating story to life response:

(Sunday School Only) Handwork Materials:
Conversation:

SONG-N-FUN TIME/WRAP-UP TIME Start: Finish:

Assignment: Materials:

Leader:

Teacher:

Teacher:

Teacher:

Teacher:

UNIT PLAN SHEET

Children's Division

Unit Title _____
Dates _____

UNIT OVERVIEW

Briefly summarize . . .

Unit Focus _____

Unit Value _____

Unit Bible Skill _____

MUSIC

List songs to be used

LESSON OVERVIEWS

Read the Bible Verse to Know, Lesson Focus and Bible Teaching/Learning Aims for each lessons. Write a one sentence summary of the Bible for each lesson.

Lesson _____

Lesson _____

Lesson _____

Lesson _____

Lesson _____

BIBLE LEARNING ACTIVITIES

Activity _____ Leader _____

Activity _____ Leader _____

Activity _____ Leader _____

Activity _____ Leader _____

Supplies I need: _____

SESSION PLAN SHEET

Children's Division

Unit Title _____ Lesson Title _____
Lesson # _____ Date _____

LESSON
AIMS

Scripture Passage: _____
Bible Verse to Know: _____

BIBLE STUDY**1. Bible****Readiness**

Brief activities to
involve child upon
arrival in preparation
for the Bible Story

Choice _____
Materials:
Choice _____
Materials:
Choice _____
Materials:

2. Bible Story
Presentation of Bible
Story with student
involvement in
Scripture.

Outline Bible Story
Questions to guide student exploration
Sharing Readiness Choices
Visuals and Materials

3. Bible**Application**

Relationship of Bible
truth to day-by-day
experiences

Conversation Ideas

SESSION PLAN SHEET - Children's Division, Contd.

**BIBLE
LEARNING
ACTIVITIES**
Develops decision-
making habits. Offers a
source of research.
Reinforces Bible
information. Develops
skill in using the Bible.
Provides for sharing.

Activity

Purpose

Materials

Procedure

Guided Conversation

**BIBLE
SHARING**
Worship and Sharing
activities related to
Unit/Lesson Aims

Songs (to reinforce Unit Aim)

Bible Verses (Unit)

Other Unit/Lesson reinforcement (Last Sunday of Unit: Sharing
of Bible Learning Activities)

SESSION PLAN SHEET

Youth/Adult Divisions

Session Scripture _____
 Session Focus _____
 Session Objectives _____

1. Pre-Plan Ideas

2. Final (or team) Plan

FELLOWSHIP

Time Required
 Materials Required

**APPROACH TO
 THE WORD**

Time Required
 Materials Required

**BIBLE
 EXPLORATION**

Time Required
 Materials Required

**CONCLUSION
 AND
 DECISION**

Times Required
 Materials Required

What a Child of Two or Three Can Learn

About God	<p>God loves him God takes care of him God loves and cares for his family God provides sun and rain God does good for people God wants us to talk to Him God made the world God made everyone He can praise God by singing and praying He can tell God he is sorry for doing wrong He should please and obey God</p>
About Jesus	<p>Jesus loves him Jesus once lived on earth, but is now in heaven Jesus is God's Son Jesus is a friend Jesus said good things which are in the Bible Jesus was once a child like him</p>
About the Bible	<p>The Bible tells about God The Bible is a good book The Bible is a special book He should love the Bible</p>
About Home and Parents	<p>God gave parents He should obey parents</p>
About Church and Sunday School	<p>Church is a place to learn about God Church is a place to see friends Church is God's house He should like to go to church He can give money to God's house to help buy things</p>
About Others	<p>God gives grownups to care for him Others may be good friends Others may sometimes be unkind Jesus wants him to be kind to others and share with them</p>
About Angels and Last things	<p>Angels came to tell people when Jesus was born Angels love God and praise Him</p>

What a Child of Four and Five Can Learn

About God	<p>God loves him and others God cares for all who love Him God cares for and loves families God made all things God is to be trusted and depended on God is everywhere God will hear prayer anytime God sent Jesus to die for sin God wants him to be thankful for all he made God wants him to obey Him by obeying his parents God loved him</p>
About Jesus	<p>Jesus loves him and is his best friend Jesus came to be the Savior Jesus is now living in heaven Jesus will help him to obey and share Jesus wants all children to love Him Jesus is always with him Jesus died for him Jesus can help him do hard things</p>
About the Bible	<p>The Bible tells us about God The Bible is God's Word God tells us what He wants us to do in the Bible The Bible helps Him know what to do The Bible is a book of true stories</p>
About Home and Parents	<p>God gave parents to care for him and teach him God gave parents to pray for him He should obey his parents He should love and please his parents He sins when he disobeys his parents or is unkind</p>
About Church and Sunday School	<p>Church is a place to learn, sing, and worship God Church is a place to meet with others who love the Lord Church is a special place Church is a place where we learn about God</p>
About Others	<p>God made all people God loves everyone and wants all to love Him God wants him to tell others of Jesus Others may not share as he does Others may be loving and kind to him He is to be kind, shares, and pray for others God wants him to share his money God wants people to help others</p>

About Angels and Last Things	Some angels are good and some are bad Satan (the devil) is a bad angel who did not want to please God Satan and his angels want us to do bad things
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What a Child of Six and Seven Can Learn

About God	God loves him and his family and friends God loves all the people in the world God wants people to love him too God wants people to give their lives to Him God provides for men by letting plants grow God takes care of the world He made God is good, but He is also against evil God wants us to pray and read our Bibles God is holy and cannot fail God has all the power to help him
About Jesus	Jesus is the Son of God Jesus came to earth to die for sin Jesus wants people to accept Him as their personal Savior Jesus wants to help people to go to God Jesus wants to take sin from our lives Jesus never did anything wrong Jesus arose from the dead and lives in heaven Jesus loves and wants to be our friend Jesus did many wonderful miracles while on earth Jesus can help him choose to do the right things
About the Bible	The Bible is God's book, for it tells about Him The Bible tells us what God wants The Bible tells how God worked with others The Bible tells much about us The Bible is a good book to study, for it helps us The Bible should be read and memorized The Bible contains sixty-six books The Bible has two major parts, called the Old Testament and New Testament
About Home and Parents	Parents are God's leaders for us on earth Parents want to help us, so we should obey them Parents love us, so we should love them too Parents provide food and clothing and home for us God is an important guest in our home at all times

<p>About Church and Sunday School</p>	<p>Church is God's home Church is a place where God's people go Church is a happy place Church is a place for songs and prayer and Bible Study Church needs our help to keep it clean and quiet Church is not just a building but also the people in it He can give to the Lord's work through the church</p>
<p>About Others</p>	<p>Others may want the same thing he does; he must share Others may not want to do the same thing he does; he must learn to give in halfway Others may need something very much; he must learn to give Others may be in trouble; he must learn to pray Others may be unkind; he must learn to forgive Others may not know Jesus; he must learn to tell them about Him</p>
<p>About Angels and Last Things</p>	<p>Satan tempts us to sin and disobey God Good angels worship and praise God Good angels are God's servants Jesus has gone to heaven to prepare a place there for all who love Him Jesus is coming to take us to live with Him forever</p>

What a Child of Eight and Nine Can Learn

<p>About God</p>	<p>God is all powerful, all wise, and everywhere God is present with him at all times God wants to help him as he grows God loves him and wants him to love God God made the universe and all in it God wants him to pray each day God always answers pray with “Yes,” “No,” or “Wait” God loves people all over the world God is the Holy Spirit is a person who is spirit When he accepts Jesus as his Savior, the Holy Spirit comes into his life</p>
<p>About Jesus</p>	<p>Jesus is the Son of God, the Savior Jesus died on the cross for his sin Jesus can give salvation to those who ask Jesus can forgive sin Jesus loves him even when he sins Jesus wants him to be a disciple and follow Him</p>
<p>About the Bible</p>	<p>The Bible is an exciting Book to read The Bible is a true Book, not fiction The Bible is God’s Word The Bible should be read each day The Bible has many important verses to be memorized The Bible is God’s truth The Bible tells what God wants us to know</p>
<p>About Home and Parents</p>	<p>Parents have rules for him to follow, but they also have God’s rules to follow Parents are to the child what God is to the parents Parents want him to be part of the family group Home is a secure place where he can find his strength Home is a happy place Home is a place where he can talk over his problems with his parents Home is a place where he can learn to follow rules</p>
<p>About Church and Sunday School</p>	<p>Church is like a school, except that he learns about God and the Bible Church is a place where he can worship God Church is a place to sing about God Church is a place for families Church is a happy place where he wants to go Church needs his help to be all that it should be</p>

About Others	<p>Others include a wider world, far beyond the community</p> <p>Others include foreign boys and girls across the sea</p> <p>Others need help, which he can give</p> <p>Others need the gospel, which he can share</p> <p>Others need his prayers</p> <p>Others need his money, which he can give</p>
About Angels and Last Things	<p>Satan is a beautiful angel who sinned against God</p> <p>Satan is the most wicked of all created beings</p> <p>Satan tempts Christians and leads them astray</p> <p>Good angels are God's messengers to men to carry our God's judgements</p> <p>Heaven is for those who have accepted Christ as their personal Savior</p> <p>People who do not accept Christ as their Savior will be separated from God forever</p>

What a Child of Ten and Eleven Can Learn

About God	<p>God is Spirit, who is everywhere, but whose home is in heaven</p> <p>God is all powerful, but He permits evil things to happen</p> <p>God is all wise, but He permits men to choose between Him and sin, even though He knows what is best</p> <p>God is one, but He is a triune being: Father, Son (Jesus Christ), and Holy Spirit</p> <p>God is absolutely perfect, holy, and just</p> <p>God hates all sin</p> <p>God cares for and protects His children</p> <p>God wants to show him His will for his life</p>
About Jesus	<p>Jesus took on Himself the body of a man so He could do what God had planned</p> <p>Jesus fulfilled part of God's great plan for the child, to bring him to God; the child must fulfill the other, to accept what Jesus did on the cross</p> <p>Jesus shows how to live for God, for His perfect life is a pattern for all</p> <p>Jesus took the punishment for the sins of all people on Himself at Calvary</p> <p>Jesus became alive again and lives in heaven</p> <p>Jesus Christ was born of a virgin</p>

<p>About the Bible</p>	<p>The Bible has the answers to all his everyday problems The Bible can help him live a happy life The Bible tells the history of God’s work among men The Bible is God’s Word, the authority for life The Bible is set in the culture of another kind of people he needs to understand the culture to understand the Bible The Bible is without error The Holy Spirit guided the writers of the Bible books The Bible is a Book to honor and to memorize. It is God’s truth to put into everyday practice The Bible is God’s truth for all men. He needs to share it with others The Bible, which is God’s Word, is to be obeyed</p>
<p>About Home and Parents</p>	<p>The home and parents are part of God’s plan for him The home and parents function as part of God’s plan, but he should do his part too He should show loyalty to his home and parents He should show honor to his home and parents He should accept correction from his parents, for this will help him become a strong leader He should begin to see what makes a Christian home, looking toward the day when he will start one</p>
<p>About Church and Sunday School</p>	<p>The church is a fellowship of believers in Christ The church brings him in contact with Christian leaders The church trains him in worship, study, prayer, witness, service, and fellowship The church is a place where he can serve God The church is a place where he can learn to practice Christian giving and outreach He can learn about the ordinances</p>
<p>About Others</p>	<p>Others need his respect for their thoughts, their possessions, their rights Others need his understanding Others need his help He must show honesty, loyalty, and fair play Others need his forgiveness Others need his prayers Others fit into God’s plans, just as he does</p>

About Angels and Last Things

Satan is the ruler of spiritual wickedness
Satan wants to keep people from coming to God
God has a plan for the future, which will come to pass
People who have trusted Christ as their Savior and have died will be raised from the dead when Christ returns
Satan and his angels will be cast into the lake of fire for eternal punishment
People who have not trusted Christ as their Savior will spend eternity in hell

"TWELVE RULES FOR RAISING DELINQUENT CHILDREN"

(The Police Department in Houston, Texas, drew up this list)

1. Begin at infancy to give the child everything he wants. In this way, he will grow up to believe the world owes him a living.
2. When he picks up bad words, laugh at him. This will make him think he is cute. It also encourages him to pick up "cuter" phrases that will blow off the top of your head later.
3. Never give him spiritual training. Wait till he is 21 and then let him "decide for himself."
4. Avoid the use of the word "wrong." It may develop a guilt complex. This will condition him to believe later, when he is arrested for stealing a car, that society is against him and he is being persecuted.
5. Pick up everything he leaves lying around - books, shoes, clothing. Do everything for him so he will be experienced in throwing all responsibility onto others.
6. Let him read any printed matter he can get his hands on. Be careful that silver ware and drinking glasses are sterilized, but let his mind feast on garbage.
7. Quarrel frequently in the presence of your children. In this way they will not be too shocked when the home is broken up later.
8. Give the child all the spending money he wants. Never let him earn his own. Why should he have things tough as YOU had them?
9. Satisfy his every craving for food, drink and comfort. See that every sensual desire is gratified. Denial may lead to harmful frustration.
10. Take his part against neighbours, teachers, and policemen. They are all prejudiced against your child.
11. When he gets into trouble, apologize for yourself by saying, "I could never do anything with him."
12. Prepare yourself for a life of grief. You'll be apt to have it.

EVALUATING YOUR EDUCATION MINISTRY

A continual process of evaluation needs to include feedback from every Christian worker in the church. To aid in this vital area the following questions need to be asked. Honest evaluation can often open the door for the Holy Spirit to offer us a new direction.

A. Evaluation of the Organization Structure

- Is our education program properly united?
- Is the Christian Education ministry functioning properly?
- Is there an up to date Organization Chart written and available for all workers?
- Is there provision for a correlated yearly church calendar of events?
- Is there a “Scope of Ministry” available for all teachers and leaders?
- Is there an effective relationship among all ministries of Christian Education?
- Is there a distinctive objective for each Christian Education ministry?
- Are the various ministries or will they be properly departmentalized and/or graded?
- Are class and department enrollments properly limited?

B. Evaluation of the Curriculum and Instruction Procedure

- Are the teachers using a variety of methodology in the classroom?
- Are audio-visual aids being used effectively in the classroom?
- Are teachers being trained to communicate effectively in the classroom?
- Are students participating in the classroom?
- Are Bibles being used consistently and effectively by teachers and student?
- Are teachers demonstrating Christian love and enthusiasm in the classroom?
- Are curriculum materials theologically accurate, educationally adequate, and adaptable to your local needs?
- Are curriculum materials being properly used by teachers and students?
- Are worship times being used effectively?

C. Evaluation of Records, Evangelism and Outreach

- Are permanent records being kept on every student?
- Are the weekly records used to improve and enlarge the Christian education program?
- Are people confessing faith in Christ as a result of the church’s Christian education ministries?
- Is the church paying at least as much attention to retention as it is to expansion?
- Are missions promoted through the educational ministries?

D. Evaluation of Personal Recruitment and Training

Are written standards available and are they followed in the procurement and utilization of teachers?

Are teachers properly screened?

Are there proper functioning monthly workers conferences?

Are there regular programs of adult leadership training?

E. Evaluation of Church-Home Relationships

Are teachers effectively securing parental support of their ministries?

Are teachers visiting a large percentage of their enrolled students during each year?

Is there an endeavor made to encourage church-home cooperation?

F. Evaluation of Facilities and Equipment

Are classrooms adequate in size?

Are departments and classrooms using their allotted space?

Is there sufficient equipment for adequate teaching?

Are teachers trained to use the equipment?

Is the equipment being stored properly and easily assessable for teachers?

Is long-range planning taking additional building and facilities into consideration?

