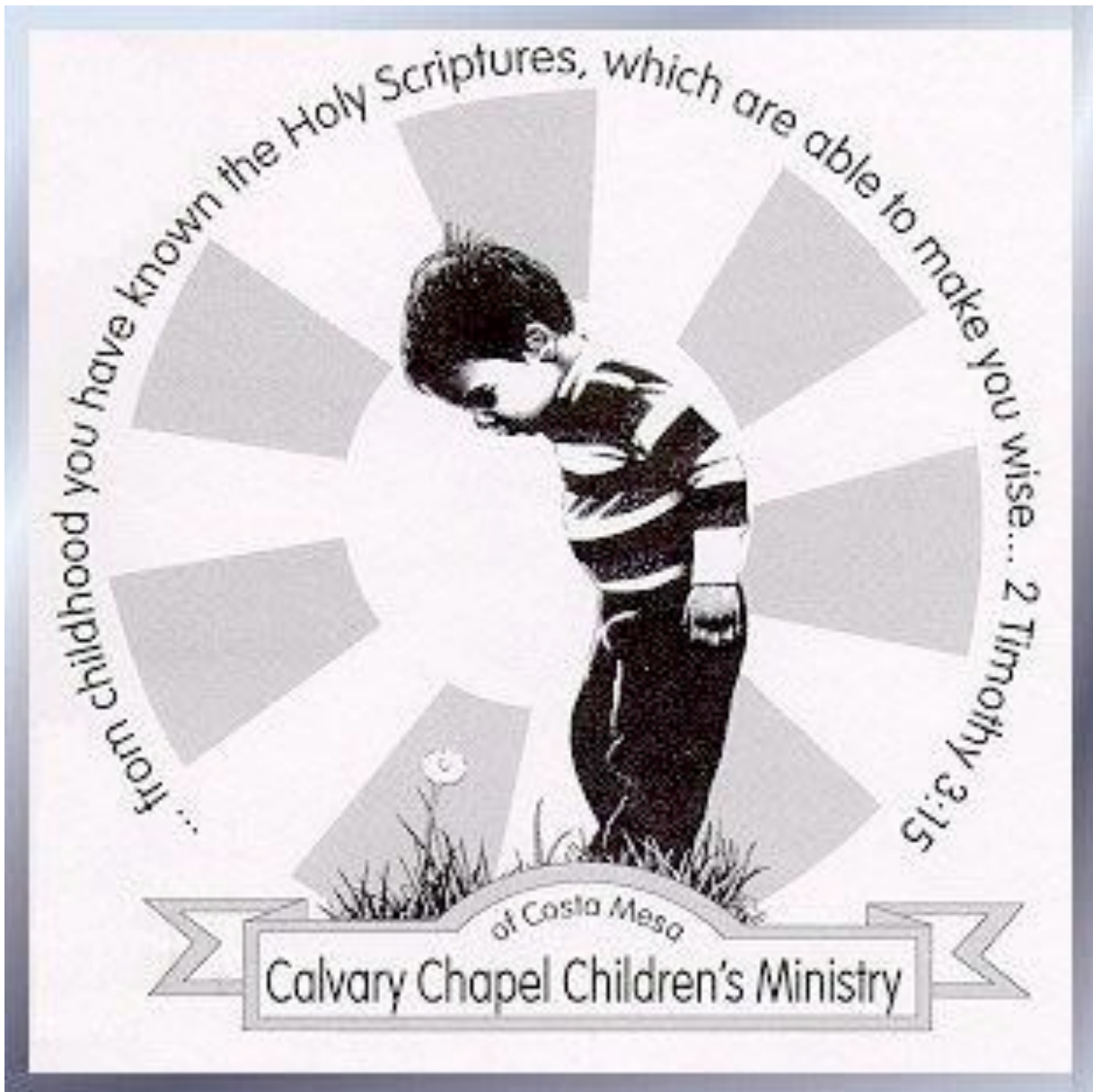


# Calvary Chapel Saint Paul Children's Ministry Training

Leader: Eric Wymore



1406 White Bear Avenue  
Saint Paul, MN 55106

(651) 291-7140



# Calvary Chapel Saint Paul Children's Ministry Training

## Section A

### Introduction / Ministry Goals



## Basic Training Outline

### I. What is Calvary Chapel's Children's Ministry?

A. Ministry of building up: Nehemiah 4:17-20 (see page A-3)

#### 1. The Two Pillars supporting the foundation of our Children's Ministry:

A. Kids are **SAFE**:

B. Kids are **LOVED**:

B. The purpose:

C. The goals:

D. The ministry (see page A-7):

E. The teaching:

F. The fellowship:

### II. How do I become a part?

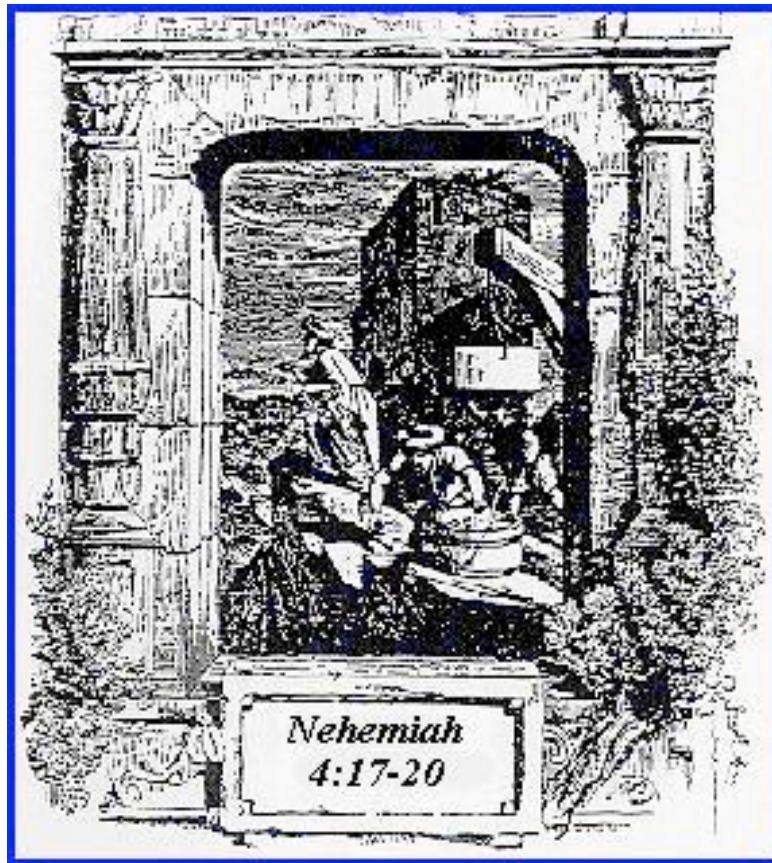
A. Prayer:

B. Application

C. Interview:

D. Internship:

E. Placement:



*Those who built on the wall, and those who carried burdens, loaded themselves so that with one hand they worked at construction, and with the other held a weapon.*

*Everyone of the builders had his sword girded at his side as he built. And the one who sounded the trumpet was beside me.*

*When I said to the nobles, the rulers and the rest of the people, "The work is great and extensive and we are separated far from one another on the wall. Therefore, wherever you hear the sound of the trumpet, rally to us there. Our God will fight for us."*

### III. Children's Ministry Goals

#### A. Fulfilling the Great Commission (Matthew 28:16-20)

*"Then the eleven disciples went away into Galilee, into a mountain where Jesus had appointed them. And when they saw him, they worshipped him: but some doubted. And Jesus came and spoke unto them, saying, All power is given unto me in heaven and in earth. Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world. Amen."*

1. Evangelism
  - a. To know Jesus – Phil. 3:10 (not just to know *about* Jesus)
  - b. To love God – Mark 12:30
  
2. Christian Growth
  - a. Grow up in all things – Eph. 4:15
    1. Through the knowledge of the Bible
    2. Through following our example

Remember: you ARE an example – good or bad.

### IV. Attaining Our Goals

#### A. Environment – The Family

1. God Ordained Institutions
2. Instruction of Children

**Deuteronomy 6:6-7:** *"And these words which I command you today shall be in your heart; you shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up."*

- a. Children's Minister – a supplement
- b. Children's Minister – a model
3. Developing a Family Atmosphere
  - a. Focus on the Core Group
    - 1) Evangelism
      - a) message received through relationship
    - 2) Christian Growth
      - a) encouraged and sustained through relationship

#### B. Bible Instruction

1. Evangelism
  - a. Proper Message
  - b. Appropriate presentation
2. Christian Growth
  - a. Appropriate instruction – Age Characteristics
  - b. Accurate and effective instruction
    - 1) Character of God's Word/Learning

**Colossians 1:9-10:** *"For this reason we also, since the day we heard it, do not cease to pray for you, and to ask that you may be filled with the knowledge of His will in all wisdom and spiritual understanding that you may have a walk worthy of the Lord, fully pleasing Him, being fruitful in every good work and increasing in the knowledge of God."*

## **KEEPING KIDS SAFE – OUR FIRST PILLAR**

1. All children are signed in and out in each class. This allows you to meet and develop a relationship with the parents.
  - A. The adult that signs the kids in **MUST** be the adult that signs them out – no exceptions.
  - B. Ages 11 and up can sign themselves in and out.
  - C. The safety of these kids is a priority!
2. Your class is not over before church is over. Your class is not over until the appointed time.
3. For safety reasons, all children must be accompanied to the restroom.
  - A. Must be accompanied by someone 18 years or older. No minors are allowed alone with children in the restroom.
  - B. Women with girls and Men with boys.
  - C. **The two adult rule:** Always strive to be in a place that is open and visible with a child. If this is not possible, there must be two adults present when with the child.
4. Ask your parents about allergies to foods if you bring snacks.
5. Any class, trip or activity outside your normal classroom must be pre-approved by leadership.
  - A. Permissions forms are required of all persons under 18 – even teachers and aids.
6. YOU are responsible for EVERYTHING that happens in your classroom and to the children entrusted to you.
  - A. Safety of the children is the first pillar of our ministry, if we fail that we fail our essential ministry no matter what else happens.

## **TEACH THE TRUTH, NOT THE LIE!**

### **1940's**

1. Talking
2. Chewing Gum
3. Making Noise
4. Running in the Halls
5. Getting Out of Line
6. Improper Clothing
7. Not putting paper in the trash can.

### **2000's**

1. Drugs
2. Alcohol
3. Sex and Pregnancy
4. Suicide
5. Rape and Abortion
6. Robbery
7. Assault



## A FEW THOUGHTS ON TEACHING CHILDREN

BY C.H. SPURGEON

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

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

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

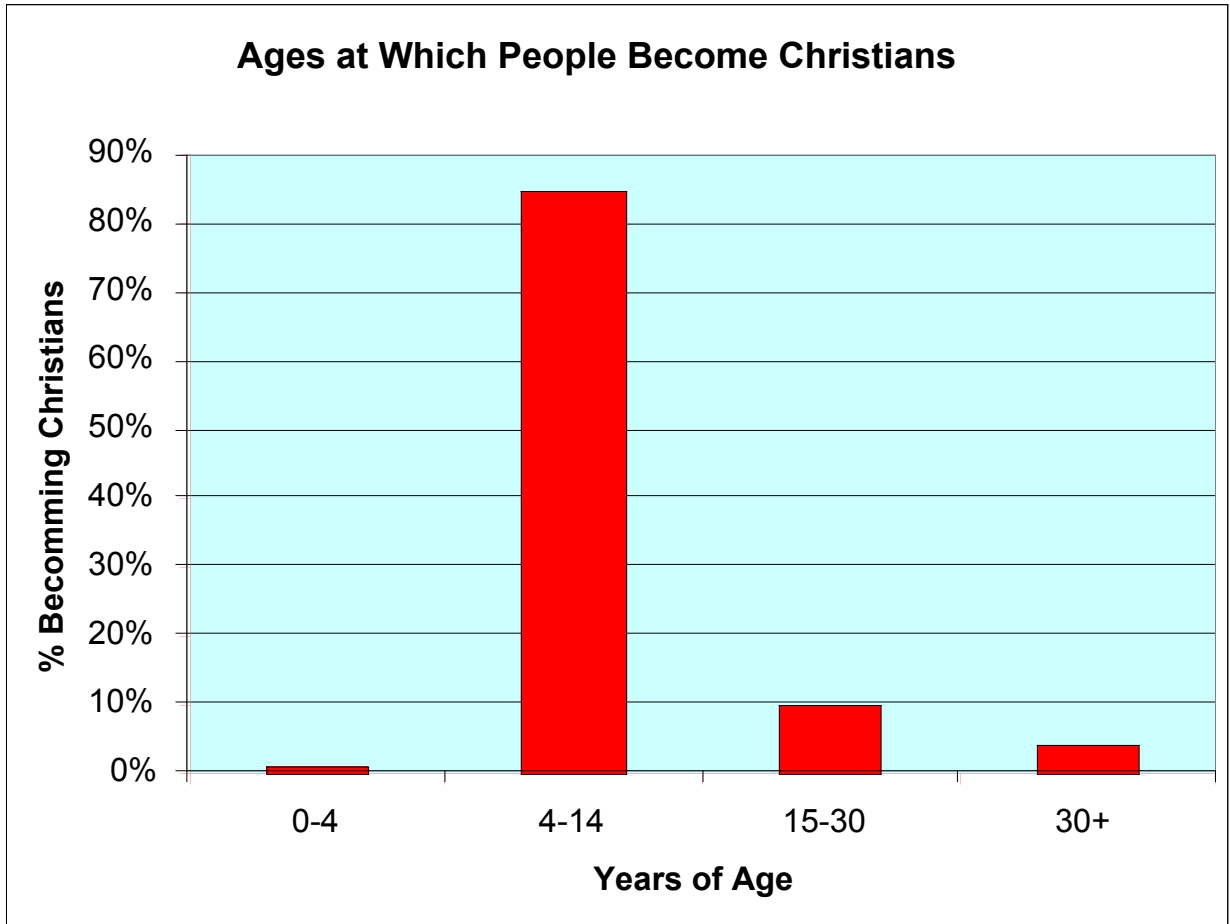
*Train up a child, and he may have fifty years of holy service before him. We are glad to welcome those who come into the vineyard at the eleventh hour, but they have hardly taken their pruning-hook and their spade before the sun goes down, and their short day's work is ended. O dear teachers - and I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

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

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

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

**85% of the commitments to Christ are made between the ages of 4 and 14.**



**Or... 86% of the children who do not receive the Lord Jesus before the age of 15, never will!**

# CONTEXT OF CHRISTIAN EDUCATION

## The God-Ordained Institutions

\* **THE NATURAL FAMILY** (Genesis 1:26-29; 2:18-24 – Deut. 4:9-10; 6:4-7; Jud 2:10-13)

*“... A man shall leave his father and mother and be joined to his wife, and the two will become one flesh. ... Therefore what God has joined together, let not man separate.”* Matthew 19:6

\* **THE NATIONAL FAMILY** (Genesis 12:1-3; Exodus 1:1-9)

*“... I will make you into a great nation; ... the sons of Israel ... were fruitful and multiplied greatly ... so that the land was filled with them.”*

*“ Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist are appointed by God.”* Romans 13:1

\* **THE SPIRITUAL FAMILY** (Ephesians 2:19-22; 3:14)

*“Now, therefore, you are no longer strangers and foreigners, but fellow citizens with the saints and members of the household of God...”*

*“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms.”* 1 Peter 4:10

### CONCLUSION:

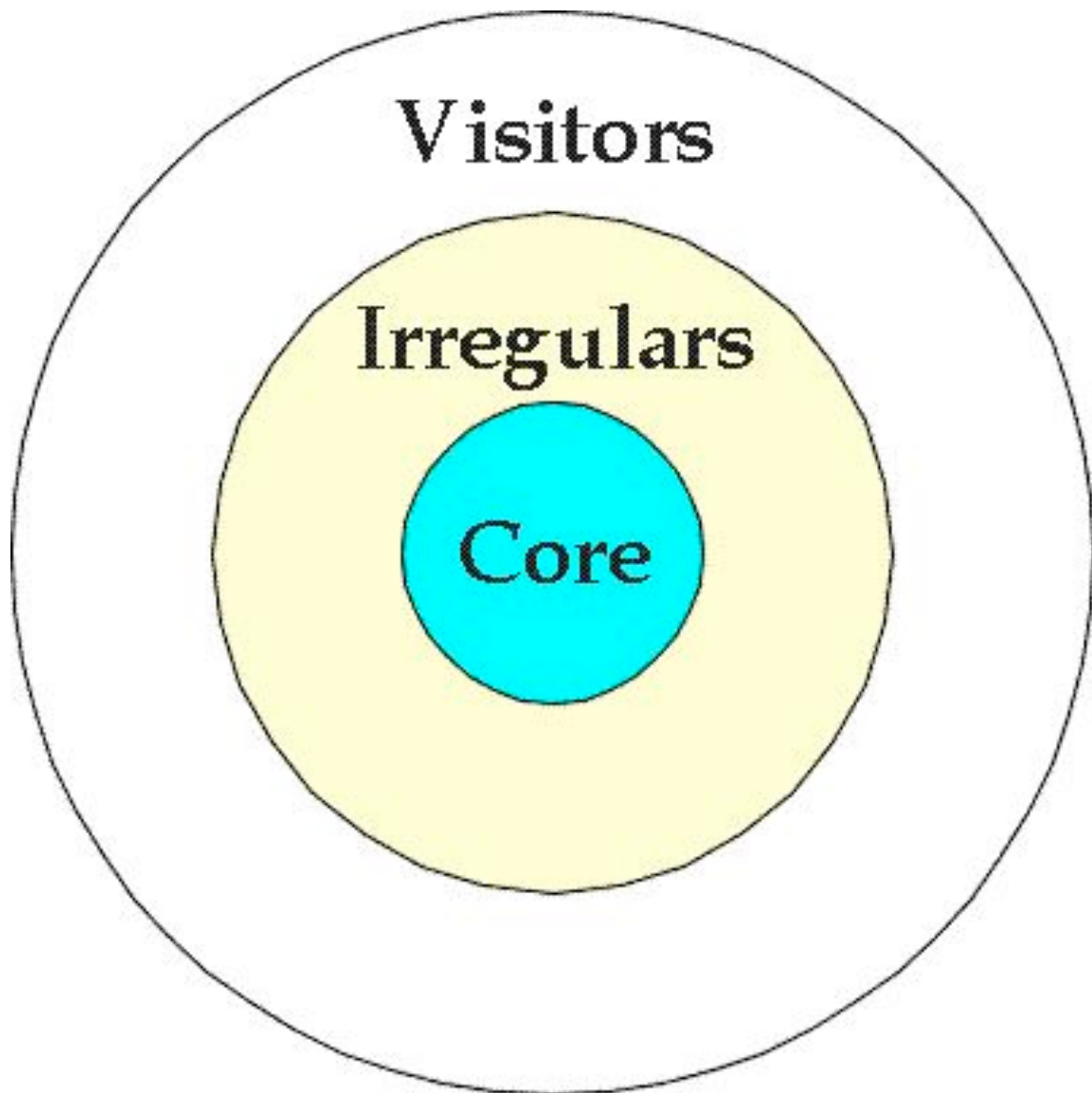
God has ordained the “family” institution as the primary context for child raising. Therefore, we have taken the family as a “model” for children’s ministry. As we look at what the scriptures say about family relationships and responsibilities, we can take the principals and apply them to the classroom.



# BUILDING A FAMILY ATMOSPHERE IN THE CLASSROOM

## Commit yourself to minister every week to each specific child by:

1. Acknowledge each child by **name**. (Names are HUGE! – Learn them!)  
Learn names. There is nothing dearer to a person than his name.  
Prove you care for each child by knowing his name.
2. Come to know something new about each child.  
You cannot know a ministry without knowing who you are ministering to.  
Jesus knew all that was in man and reacted accordingly.  
Learn needs that need to be met (Know their names!)
3. Let that child come to know something about you (Be wise! Be real).  
Minister by sharing your life message.  
Let the children see ministers as normal people, not different and distant.  
Be a model (let them know your name)
4. Show love or affections overtly (Be wise!).  
*“I send you forth as sheep in the midst of wolves: therefore be wise as serpents and harmless as doves.”* Matthew 10:16  
List each child by name.  
Indicate specific activities or situations.  
Determine how you may use this knowledge to minister by loving.  
Put into practice an activity that will show love to each child.  
Discipline to show love.
5. Pray.  
Have each child on your prayer list.  
Pray for each child daily or specific children each day.  
Have them pray for you!
6. Communicate God’s message for each child.  
The Bible is God’s Word to everyone.  
God wants to speak through His Word each week.  
The leader/teacher is the vehicle through which God often speaks to men.  
How is God desiring to speak through you?



**Effective ministry to all groups will happen when you focus on the core group.**

*“Bless the Faithful!”*

# CHILDREN'S MINISTER'S RESPONSIBILITIES

## Spiritual – Entrust

1. Your personal relationship with God should be the highest priority in your life and kept with utmost diligence. You can't give what you don't have!
2. You are required to weekly attend Calvary Chapel Saint Paul (at least one service per week), and Calvary Chapel Saint Paul must be your home church. Be sure to listen to services you miss.
3. Pray with teachers before class.

## To Be Equipped – Edified

1. Attend the monthly Children's Ministry meeting (first Wednesday of every month) for continued training, equipping, and general encouragement and fellowship. **Please do everything you can to attend these meetings.** Even if you're not currently teaching – this will keep you up to date on the ministry.
2. Be in the Word! Commit yourself to daily, personal devotional time with the Lord – not just to study for your lesson.
3. As a children's minister, you are encouraged to support through prayer and fellowship, the children, others in the children's ministry and leadership.
4. Get together with a prayer partner during the week to plan and pray for your class.

## You Are An Example

1. As a children's minister, you have the responsibility of representing God to the children in your class. Therefore, we expect that you will live out your example with the highest of Christian conduct. (Mark 9:42 ... remember, millstones are *really* heavy!)
2. As a children's minister you will be expected to abstain from all substance abuse.
3. Be committed to the ministry God has entrusted to you. (1 Timothy 4:6-16)
4. You ARE an example of a Christian, of Christ - are you a good example, or a bad one? (Jas.3:1)
5. The Children's Ministry will NOT fulfill you. Only Jesus will fulfill you.

## Leadership – Accountability

1. The leadership of the Children's Ministry is here to serve you. Take advantage of this, and of other teachers' experience!
2. Communicate to leadership the needs (physical & spiritual), complaints, suggestions, issues and other important information.

3. Report to the Children's Ministry leader, Pastor Chik or an Assisting Pastor (only), anytime you see possible abuse of a child.
4. The Children's Ministry leader must approve all fieldtrips, outside activities and movies.

### **Teaching**

1. **Be prepared** when you come to teach. Be sure you know your material well and have your supplies and materials ready.
2. Check with your Children's Ministry leader before teaching on sensitive subjects such as cults, the occult, sexually oriented music, Santa Clause, etc. Many of these subjects do not need to come up in your teaching – though they may be asked about by the children.
  - A. Be sure you inform the parents before teaching on sensitive subjects like virginity, adultery, circumcision, etc.
  - B. Be wise! Be age appropriate! Do not go deeper than you need on sensitive subjects.
3. Be sure that all your subject matter and teaching is in complete harmony with the teachings of Calvary Chapel Saint Paul.

### **Children and Parents**

1. Work to develop relationships with those in your class
2. Work to develop relationships with the **PARENTS** of those in your class. This is a ministry to **families** – remember, you are ministering to parents and their children.
3. Tell your class if your going to miss a week of class or if your going to stop teaching – don't just disappear!

### **Your Classroom**

1. Your classroom must be left clean and in order. Have the children help you to clean the room (pick up paper, straighten chairs, etc.). We have no janitors – **YOU** are the person responsible for the cleanness of the room.
2. Be careful with the supplies – crayons melt, glue gets into carpet, permanent markers destroy dry erase boards, etc.
3. **Be on time for prayer**, and with enough time to get your class ready and everything set up BEFORE the children start to arrive. Find out current prayer times for your service.





# CHILDREN'S MINISTRY APPLICATION

Return this completed form to your Children's Ministry leader.

The following questions are designed to give us information which will assist us in getting to know you and how you may be a part of the Children's Ministry here at Calvary Chapel Saint Paul. We are not looking for professionals, but rather individuals who have a strong commitment to and faith in Jesus Christ our Lord. Becoming a children's minister is a commitment to God and to the body, therefore please pray and read the "Children's Minister's Responsibilities" page before filling out this application.

## PERSONAL DATA

Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
Address: \_\_\_\_\_ Age \_\_\_\_\_ Birth date \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Email address: \_\_\_\_\_  
Marital Status: \_\_\_\_\_ Spouse's Name: \_\_\_\_\_  
Phone: (Home) \_\_\_\_\_ (Cell) \_\_\_\_\_ (Work) \_\_\_\_\_  
Driver's License #: \_\_\_\_\_ Social Security #: \_\_\_\_\_  
Employer: \_\_\_\_\_ Position: \_\_\_\_\_  
Address: \_\_\_\_\_  
What type of work do you do there? \_\_\_\_\_  
Names and ages of children: \_\_\_\_\_

Do you agree to be fingerprinted? (circle one)      **YES**      **NO**  
Do you agree to be photographed? (circle one)      **YES**      **NO**  
Do you have any communicable diseases? (circle one)      **YES**      **NO**  
If yes, which diseases? \_\_\_\_\_

Have you ever molested or physically abused a minor?      **YES**      **NO**  
Have you ever been convicted of, or pleaded guilty to a felony?      **YES**      **NO**  
If yes, describe fully: \_\_\_\_\_

## CHILDREN'S MINISTRY DATA

I would prefer to begin as:  
\_\_\_\_\_ Children's Minister (Teacher)  
\_\_\_\_\_ Children's Minister (Aid)  
\_\_\_\_\_ Children's Ministry Support (Resource Coordinator)

I am interested in serving:  
\_\_\_\_\_ Sunday Morning  
\_\_\_\_\_ Thursday Evening  
\_\_\_\_\_ 2 – 4 year old      \_\_\_\_\_ 5 – 6 year old  
\_\_\_\_\_ 7 – 8 year old      \_\_\_\_\_ 9 – 12 year old

Why do you desire to be in the Children’s Ministry?

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Do you have any previous experience as a Children’s Minister with Calvary Chapel or another organization?

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Other experience ministering to children:

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Do you have any special talents or abilities you would like to share with the children?

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What are your hobbies and interests (things you like to do):

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**SPIRITUAL DATA**

Brief Christian Testimony (indicate the year of your spiritual birth):

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Is Calvary Chapel your home church?    YES    NO

Where did you attend church before? \_\_\_\_\_

How long have you attended Calvary Chapel Saint Paul? \_\_\_\_\_

What studies are you presently and regularly attending at Calvary Chapel Saint Paul? \_\_\_\_\_

\_\_\_\_\_

Please give two references whom we may contact: Please do not turn in your application without this information **completely** filled in.

1. Name: \_\_\_\_\_ Years known: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

2. Name: \_\_\_\_\_ Years known: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address: \_\_\_\_\_

In addition, if possible, list a pastor, elder or other minister at Calvary Chapel who could give you a reference. \_\_\_\_

\_\_\_\_\_

Briefly state you believe on the following. This is not a test of your Bible knowledge, but we do want to know what you believe regarding these key doctrines: Feel free to use additional paper if necessary.

A. Do you believe that the scriptures are infallible and verbally inspired of God?

\_\_\_\_\_

B. What is your understanding of the Trinity?

\_\_\_\_\_

C. Is Jesus God?

\_\_\_\_\_

D. Does your relationship with God make you sure you will go to heaven when you die?

\_\_\_\_\_

E. What do you think are God's requirements for you to get into heaven?

\_\_\_\_\_

F. Why should a person be baptized?

\_\_\_\_\_

G. Do you believe that Jesus is coming again?

\_\_\_\_\_

H. Do you disagree with any of the teachings of Calvary Chapel Saint Paul? If so, which ones and why?

\_\_\_\_\_

\_\_\_\_\_

I. What is the reason for trials and sickness? Are all healed?

\_\_\_\_\_

\_\_\_\_\_

Describe your spiritual walk with God at the present time:

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By signing below I represent and certify that the information contained in this application is complete and correct to the best of my knowledge. I authorize any references listed in this application to give Calvary Chapel Saint Paul and its representatives any and all information that they may have regarding my character and fitness for serving in a children’s ministry, and around children and youth. In consideration of the receipt and review of this application by Calvary Chapel Saint Paul, I hereby authorize Calvary Chapel Saint Paul to perform background investigations of me, including but not limited to criminal records checks, Social Security screening and driving records searches. I further authorize such investigations in the future from time to time as I remain serving at Calvary Chapel Saint Paul. I also hereby release all individuals, churches, youth organizations, charities, employers, references or any other person or organization, including record custodians, both collectively and individually, from any and all liability for damages of whatever kind or nature that may at any time result to me, my heirs, or family, because of compliance or any attempts to comply, with this authorization. I waive any rights that I may have to inspect any information provided about me by any person or organization identified by me in this application or otherwise providing information about me with regard to this application.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# CALVARY CHAPEL SAINT PAUL

## BUREAU OF CRIMINAL APPREHENSION INFORMED CONSENT

1430 Maryland Ave. E., Saint Paul, MN 55106

I am requesting a Bureau of Criminal Apprehension record Check.

### IDENTIFYING INFORMATION:

Name of individual on whom information is requested. *(Please print.)*

Last Name	First Name	Full Middle Name	
Maiden and/or Previous Names		Birthdate (mm/dd/yy)	
Address	City	State	Zip

I authorize the Minnesota Bureau of Criminal Apprehension to disclose criminal history record information to **Calvary Chapel Saint Paul** for the purpose of working in the Children's Ministry.

This authorization shall expire one (1) year from the date of my signature.

\_\_\_\_\_ Date

\_\_\_\_\_ signature

State of \_\_\_\_\_

County of \_\_\_\_\_

Signed or attested before me on \_\_\_\_\_ by \_\_\_\_\_  
Date name of person

\_\_\_\_\_ signature of notarial officer



# Calvary Chapel Saint Paul Children's Ministry Training

## Section B

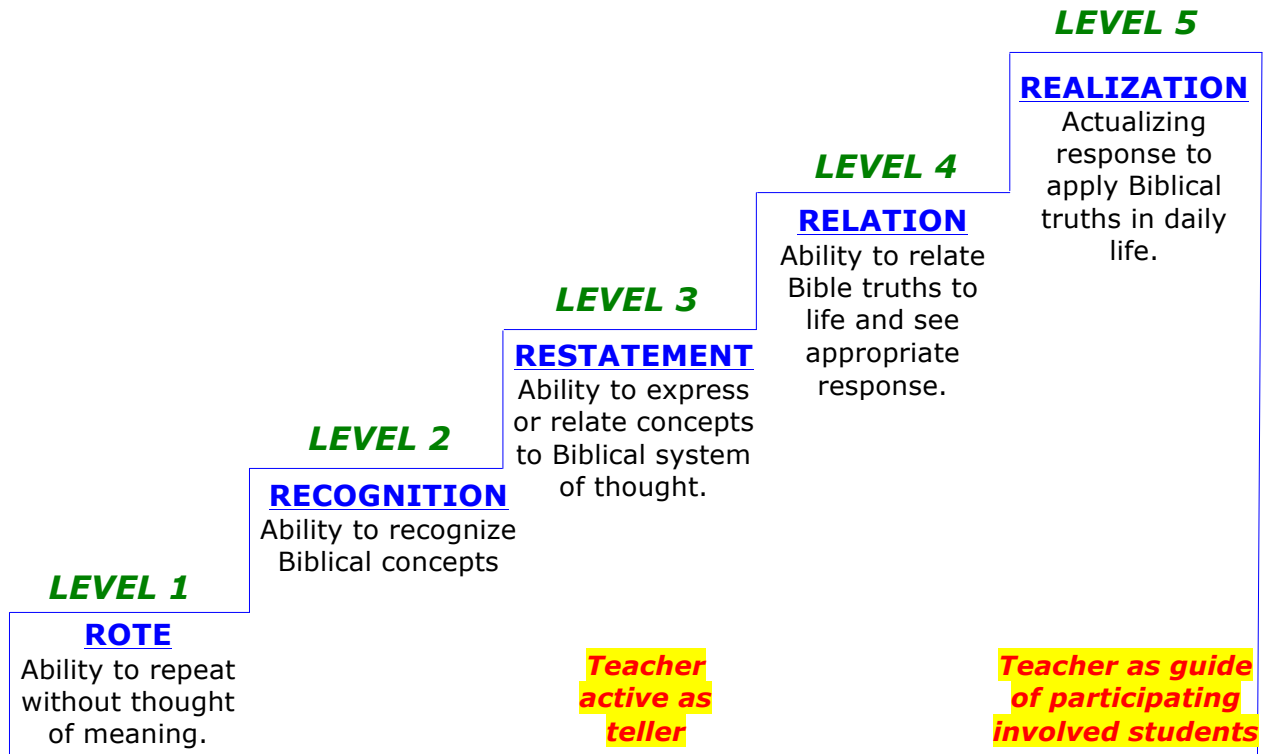
### Learning Levels / Study Methods





# LEARNING LEVELS

Levels and Phases of Learning  
The Bible can be learned at any of these levels



	Learning Level	Phases or Process	Stages of Experiences	Appropriate Content
Level 1	<b>ROTE</b> Matt 6:7	Memory		Practice
Level 2	<b>RECOGNITION</b>	Understanding	Faint Recognition	Identification
Level 3	<b>RESTATEMENT</b>	Translate thought into words	Ability to recall for ourselves or general way to others	Perception
Level 4	<b>RELATION</b>	Seek evidence	Power to explain, prove, illustrate and apply	Problem solving
Level 5	<b>REALIZATION</b>	Uses and applications	Knowledge of truth and its implications, that by its force we act upon it	Experience

## LEVELS OF LEARNING

Rate the following statements according to the Level of Learning they exemplify:

- LEVEL 1 ROTE**  
**2 RECOGNITION**  
**3 RESTATEMENT**  
**4 RELATION**  
**5 REALIZATION**

- \_\_\_\_\_ 1. I should consider it all joy when I encounter various trials, because it is for my own good.
- \_\_\_\_\_ 2. John 13:34 "... that you love one another, as I have loved you...", that means that I even have to love my sister.
- \_\_\_\_\_ 3. Now I lay me down to sleep, I pray the Lord my soul to keep...
- \_\_\_\_\_ 4. The Bible says to forgive one another, that is why I need to forgive him.
- \_\_\_\_\_ 5. John, you shouldn't swear. The Bible says so!
- \_\_\_\_\_ 6. I pledge allegiance to the flag...
- \_\_\_\_\_ 7. It was such a blessing working three hours at the Children's Hospital yesterday.
- \_\_\_\_\_ 8. It has been said that Jesus loves me.
- \_\_\_\_\_ 9. The Bible says to forgive one another, that is why I forgave him.
- \_\_\_\_\_ 10. Jesus said to love my neighbor and James says that true religion is to take care of orphans and widows, so I will drop by the Rest Home this afternoon and see if they need any help out there.

*Fill in the definition for each word:*

**ROTE -**

**RECOGNITION -**

**RESTATEMENT -**

**RELATION -**

**REALIZATION -**

# STUDY METHOD

## Simplified Inductive Bible Study

### MEMORY VERSE –

*“Behold, I stand at the door and knock. If anyone hears My voice and opens the door, I will come in to him and dine with him, and he with Me.” REVELATION 3:20*

**1. What does the passage say?**

**2. What does the passage mean?**

**3. What does the passage mean to me?**

## **STEP #1**

### **WHAT DOES THE PASSAGE SAY?**

- **List the facts (the outstanding facts)**
- **Do not get spiritual – just the facts (be literal)**
- **Do not look into it for some application to life**
- **Read the passage thoroughly**
- **You will probably need to read it several times**
- **The main subject**
- **Who is being spoken to?**
- **Make a list of these facts**

## **STEP #2**

### **WHAT DOES THE PASSAGE MEAN?**

- **What do those facts mean?**
- **Find lessons from each one of those facts**
- **What would you want it to mean to your child, your husband or wife, your co-workers**
- **Why were those facts recorded?**
- **Do they mean something other than historical facts?**
- **What are the people doing that I should do? That I should not do?**
- **Is there something that we can learn for our daily life through the facts?**
- **Look for the lessons you can learn from these facts**

<b>Is there an example</b>	<b>I/we should follow?</b>
<b>Sin</b>	<b>I/we should follow?</b>
<b>Error</b>	<b>I/we should follow?</b>
<b>Promise</b>	<b>I/we should follow?</b>
<b>Command</b>	<b>I/we should follow?</b>

- **Pray about the answers**

## **STEP #3**

### **WHAT DOES THE PASSAGE MEAN TO ME?**

- **In answering “What does it mean to me?” Go back to Step #2, re-read the lessons, and put them in the form of a question that you would ask yourself.**
- **In answering this question, very often, you begin to hear the voice of God speaking to you through the passage.**

# Calvary Chapel Saint Paul Children's Ministry Training

## Section C The Curriculum





## CALVARY CHAPEL'S CHILDREN'S BIBLE STUDY SUPPORT CURRICULUM

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

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

- \* There are 163 studies from the Old Testament and 162 studies from the New Testament. These studies are from Genesis 1:1 through Revelation 22:21
- \* **This curriculum supports the lessons which have been clearly through out and prepared for during the week by the teacher (using an inductive form of study).**
- \* **This curriculum has been designed to use the Bible as the primary text of the study. This curriculum will not work without using the Bible alongside it in class.**
- \* Each page is designed to support specific areas during the class time.  
The coloring page and the activity page can be used during the sign-in or sign-out times.  
The study page can be used as a reinforcement of the story time.  
A memory verse is included in each lesson.

The curriculum is NOT designed to be graded as a test!

We want to encourage the kids not discourage them or make this into school.

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

There is no lesson planner. (It is very important that you study on your own for the lesson).

**In the following pages of this chapter you will find:**

- 1. A sample of an Old Testament Bible study and a New Testament Bible study.**
- 2. A class structure example**
- 3. A recommended course of study for the teacher (Preparation during the week).**
- 4. A directional page for Bible study.**

## **ONE EXAMPLE OF A POSSIBLE CLASS STRUCTURE**

(As you find out what works best for you, you might want to make some changes)

### **A. The Greeting**

#### **1. Important time for parent/teacher relationship**

a. This is a time where the parent is looking at the environment of the classroom.

i. In control, out of control, warm & loving, cold, etc.

**2. A time to let the incoming child know that he or she is welcome and important to the class**

### **B. Introduction Activity (Use 1 or more as time permits.)**

**1. Coloring**

**2. Word search**

**3. Crossword Puzzle**

**4. Craft**

### **C. Prayer Time**

**1. Prayer Requests**

### **D. Worship Time**

**1. Include children's worship songs**

**2. Sing some adult level worship songs**

### **E. Bible Time**

**1. Read directly from God's Word**

a. You may want the children to read (Call only on volunteers)

**2. Retell the story visually (Using 1 or more of the following)**

a. Flannelgraph or Flash Cards

b. Puppets or Drama

c. Filmstrip or Video

**3. Do Bible study pages (Using the Support Curriculum) (See the following page for instruction)**

**4. Use the inductive study method**

a. Find out what it says (Using Bible Study Handout)

b. Find out what the facts mean

c. Find out personal application

### **F. Memory Verse**

**1. Devotions**

### **G. Closing Activity**

**1. Games which reinforce the Bible story**

**2. Prayer**

**3. Cleanup**

### **H. Sign-Out Time**

**1. This time is again important for parent/teacher relationship**

**2. The parent looks at the classroom environment and assumes that the present situation has been the environment all class long.**

**3. Try to say good-bye to each child individually**

# EXAMPLE OF LESSON PREPARATION

**This page is one example of how a teacher could study during the week the scripture for the upcoming week's class.**

*“Open my eyes, that I may see Wondrous things from Your law.” Psalm 119:18*

## ***(Day 1)***

1. Pray and ask the Lord to speak to your heart about the Scripture.
2. Read from your Bible the passage of Scripture for next week's lesson.
3. Find out what it says:
  - a. List the facts. (the outstanding facts)
  - b. List the main subject.
  - c. List the main events.
  - d. Who is being spoken to?
4. Look in your Halley's Bible Handbook to find historical facts.

## ***(Day 2)***

1. Read from your Bible passage of Scripture for next week's lesson.
2. What do the facts mean that were found on day 1?
3. Why were these facts recorded?
4. Is there something through those facts that we can learn for our daily life?
5. Look for the lessons you can learn from these facts.

## ***(Day 3)***

1. Read from your Bible the passage of Scripture for next week's lesson.
2. Now answer the question, “What does this passage mean to me?” Go back to day 2, find the lessons you've learned from the facts recorded and apply them to yourself in the form of questions.
3. When you have a list of questions, ask the Lord to show you creative way to present these Bible truths to your students.
4. What materials will you use to share those truths with your class?
5. Briefly outline the story.
6. Pray.

*\* Sometime during the week, listen to Pastor Chuck Smith's tape which relates to the portion of Scripture being studied.*

# USING THE BIBLE STUDY PAGE FROM THE CURRICULUM

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

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

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

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

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

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

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

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

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

**Once again, discuss the verse with the students.**

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

# USING THE NEW CURRICULUM AS A GAME

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

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

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

## **These are the rules:**

- A. The class is divided into two teams: boys against the girls
- B. Take a word from the study just completed. You will find this word somewhere in Revelation Chapter 3, between the verses of 14-22.  
\* Note – Do not choose too many verses for the class to search through to find the hidden word. It may become frustrating to them. 10 or 15 verses at the most.
- C. The word will have 5 letters in it (then write on the chalkboard-)

\_\_\_\_\_

2      3      4

- Note – Don't give them the opportunity to choose letters 1 or 5 because they will choose those letters first to see what letter the word starts or ends with and the game will be over too fast.
- D. Call on a volunteer from the first team to read question #1 who can either circle the correct word by himself / herself or with the help of teammates.
  - E. After that question has been completed correctly by reading the verse directly from the Bible, that volunteer can choose a number on the chalkboard.  
Write the letter on the line above it.
  - F. That team only has 10 seconds to agree upon a word they believe is what is written on the board.
  - G. If they guess the correct word, an immediate reward (cookie?) can be given or give a team points with a reward after the game (double portions to the winning team?)  
\*Everyone should get something by the end of class).

\_\_\_\_\_

2      3      4

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

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

# 305. THE SEVEN CHURCHES

## (REVELATION 1:20-3:22)

### MEMORY VERSE:

*"Behold, I stand at the door and knock. If anyone hears My voice and opens the door, I will come in to him and dine with him, and he with Me."* REVELATION 3:20

*Jesus said to John...*

### TRUE OR FALSE:

1. The seven stars are the angels of the seven churches, and the seven lampstands which you saw are the seven churches." REVELATION 1:20

TRUE OR FALSE

2. "To the angel of the church of Ephesus write..." "I know your works, your labor, your patience, and that you cannot bear those who are evil..." REVELATION 2:2 "Nevertheless I have this against you, that you have left your first love." REVELATION 2:4

TRUE OR FALSE

2. "To the angel of the church in Smyrna write..." "I know your works, tribulation, and poverty (but you are rich)..." REVELATION 2:9 "...Be faithful until death, and I will give you the crown of life." REVELATION 2:10

TRUE OR FALSE

### FILL IN THE BLANKS:

3. "To the angel of the church in Pergamos write..." "I know your works, and where you dwell..." REVELATION 2:13 "But I have a few things against you, because you have there those who hold the doctrine of \_\_\_\_\_, who taught Balak to put a stumbling block before the children of Israel..." REVELATION 2:14
4. "To the angel of the church in Thyatira write..." "I know your works, love, service, faith, and your patience; and as for your works, the last are more than the first." REVELATION 2:19 "Nevertheless I have a few things against you, because you allow that woman \_\_\_\_\_, who calls herself a prophetess, to teach and beguile My servants..." REVELATION 2:20
5. "To the angel of the church in Sardis write..." "...I know your works, that you have a name that you are alive, but you are dead." REVELATION 3:1 "Remember therefore how you have received and heard; hold fast and \_\_\_\_\_." REVELATION 3:3
6. "To the angel of the church in Philadelphia write..." "I know your works. See, I have set before you an open door, and no one can shut it; for you have a little strength, have kept My word, and have not denied My name." REVELATION 3:8 "Behold, I come quickly! Hold fast what you have, that no one may take your \_\_\_\_\_." REVELATION 3:11
7. "To the angel of the church of the Laodiceans write..." "I know your works, that you are neither cold nor hot. I could wish you were cold or hot." REVELATION 3:15 "As many as I love, I rebuke and chasten. Therefore be \_\_\_\_\_ and repent." REVELATION 3:19

*Jesus says to each church...*

### TRUE OR FALSE:

8. "He who has an ear, let him hear what the Spirit says to the churches..." REVELATION 2:7

TRUE OR FALSE

# 305. THE SEVEN CHURCHES

(REVELATION 1:20-3:22)

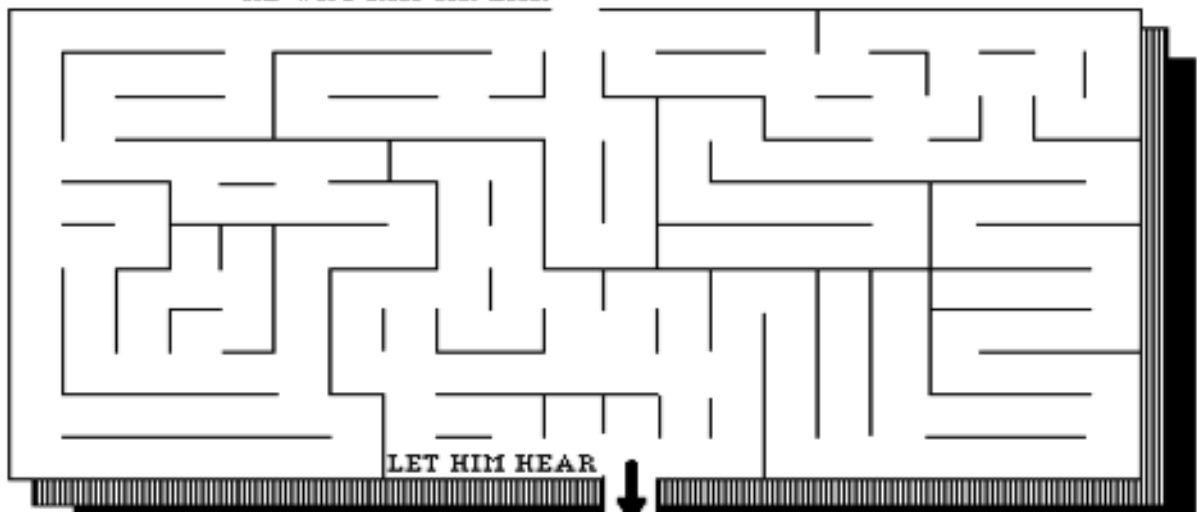
P C B I T I E L S K Y M B B D  
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 A K A Z H K R G U F Y V L U S  
 J B K T P L S P I R I T S Z Q

CHURCHES  
 EPHEBUS  
 JESUS  
 LAMPSTANDS  
 LAODICEA

PERGAMOS  
 PHILADELPHIA  
 REPENT  
 REVELATION  
 SARDIS

SEVEN  
 SMYRNA  
 SPIRIT  
 STARS  
 THYATIRA

HE WHO HAS AN EAR







# Calvary Chapel Saint Paul Children's Ministry Training

## Section D Discipline



# CALVARY CHAPEL CHILDREN'S MINISTRY



# DISCIPLINE

## **CHILDREN’S MINISTRY – “discipline in the classroom”**

### **I. Introduction**

### **II.**

### **Why Discipline**

## **Why does our Heavenly Father discipline His children?**

To find the answer to the questions above read:  
**(Hebrews 12:6-13 and Proverbs 3:11-12)**

### **III.**

### **Why do children Misbehave?**

1. Proverbs 22:15 – “Foolishness is bound up in the heart of a child...”
2. Ignorance of the rules
3. Frustration
4. Boredom
5. Home related problems

## **CHILDREN’S MINISTRY – “discipline in the classroom”**

***Do not provoke your children to anger...  
Lest they be discouraged...***

**(Ephesians 6:4)**

**IV.**

List 4 ways that children can be provoked to anger.

- 1.
- 2.
- 3.
- 4.

**The Difference Between Discipline and Punishment**

	<b>PUNISHMENT</b>	<b>DISCIPLINE</b>
<b>Purpose</b>	To inflict penalty for an offense – (wrong deed)	To train for correction and maturity
<b>Focus</b>	Past misdeeds (that which has already been done)	Future correct deeds
<b>Attitude</b>	Anger and frustration on the part of the teacher	Love and concern on the part of the teacher
<b>Resulting Emotion</b>	Fear and guilt, anger	Security

**No teacher or helper will under any circumstances spank a child!**

You may believe in spanking as a biblically-sound method of discipline, but here in the Children’s Ministry we do not use this form of discipline. Other forms of discipline and classroom control are mentioned in the following pages.

Don’t forget, we are only a support to the family and we should act accordingly.

## V. Guidelines for Discipline

### A. Preventive

1. Begin your class with prayer
2. Purpose in your heart to love them (*1 Peter 4:8*)
3. Clear rules – weekly remind students. Have a few simple, logical, reasonable, clear rules; this will give the children boundaries which will give them a sense of security.
4. Know your curriculum/lesson. You should arrive in your classroom 20 minutes before class so everything is ready when the first child arrives. Look prepared, controlled and sure.
5. Don't play favorites. Each child must feel that they are important and loved. God's Word is clear about this. (*James 2:9*)
6. Involve your students. Don't preach to the children.
7. Learning to read your group. Are they loud, is it over their heads, etc.? Keep in mind the age group you are trying to teach.
8. Learn the names of your students. Children respond better to adults who know their names.
9. Be prepared! Don't just read your lesson verbatim from your teacher's manual. Eye contact is very important.
10. Avoid inconsistencies. Be as 100% consistent as possible. Maintain the limits. Say what you mean and mean what you say. Discipline should be consistent from week to week and child to child.

**Keep in mind that if the children are busy, secure in your authority and love, sure of the classroom rules, and interested, you will have fewer discipline problems.**

### 11. GET TO KNOW EACH CHILD

- a. Pray for each child during the week.
- b. Know each child by name and greet each one when arriving and departing.

### 12. Encourage each parent:

- a. Thank them for their faithfulness in bringing their child.
- b. Tell them how much you enjoy having their child in class.  
(Note: Getting closer to the parents tends to help in your disciplinary role with the child)
- c. Write periodic notes to parents giving a little of your (the teacher) background and the vision that the Lord has given you for that particular class.
  - 1) Encourage them to review take-home material with their children.
  - 2) Encourage them to help their child learn how to find Bible verses.
  - 3) Encourage them to help their child memorize the Bible verses.

## **B. Corrective**

1. Pray and ask the Lord for direction.
2. Discipline the action, not the child.
3. Try to be aware of as much as possible. (It's easy to miss the cause and see the effect.)
4. Reinforce love after discipline – the child will have a certain amount of fear that you don't love them anymore. You need to reassure the child that you do, throughout the whole process, and especially after the discipline measure is done.
5. Discipline privately; compliment publicly. Don't let the discipline ever publicly embarrass the child. Always deal with the child privately. Don't make an example out of the child.
6. NEVER YELL AT A CHILD.
7. Know all the facts. Before disciplining, calmly and objectively gather all the relevant facts. Listen to the child. Don't jump to conclusions; you might punish the wrong child.
8. Don't overreact. (*Psalm 6:1*)
9. A time of silence with heads on desks.
10. Minimize class disruptions.
  - a. Continue to talk and conduct class while moving among the students.
  - b. Pausing at the desk or placing one's hand at the desk of the disrupting student.
  - c. Removing the object of disruption (e.g., pencil tapping, paper wrinkling) silently while continuing the class.
  - d. Ask the child to put the toy (e.g., stuffed animal, doll, toy car or plane) away so that others are not distracted. If the child does not, volunteer to hold on to it until the end of class.
  - e. Try a pause during class or a gentle "shhhh."
  - f. Call the child by name and shake your head.
  - g. Warn the child that if you need to speak to him/her again, you will separate him/her from their friends.
  - h. Separate child to another desk/table/chair.
  - i. Ask child to sit in a chair in the back.
  - j. Child should always be assured that the teacher loves and cares for him/her, but that the disruptive behavior is not fair to the other children or to the teacher.
  - k. Assure the child that you (the teacher) enjoys having him/her in class, but that you need his/her cooperation.
  - l. Ask the child if he/she is ready to rejoin the class.
  - m. If the child cries, ask them to give you a hug and reassure him/her.
  - n. Take care of the little things and the big things rarely happen.

## Steps to Discipline

*If a child exhibits inappropriate behavior, the following procedure will be used*

**Step 1** – The Children’s Minister will talk to the child in private. Be sure to explain what he has done and why his behavior was wrong. And pray with the child.

**Step 2** – Use appropriate disciplinary action (as discussed.)

**Step 3** – If steps 1 or 2 do not alleviate the problem, the Children’s Minister should call the Children’s Ministry Office (dial 206), and inform the Family Leader of the situation. If needed, the Family Leader will come to your class, remove the child and talk with the child outside.

**Step 4** – If further action is necessary, the Director/Family Leader will take appropriate measures. (This may include a conference with the parent).

Never talk to parent(s) alone. Make sure your Family Leader is present. This is for your protection. It will help to prevent an unpleasant scene. Should you find yourself in direct conflict with a parent, make sure your class is supervised and call for a Family Leader.

When approached by a parent concerning his child’s behavior, remember to use discernment and Godly wisdom. Keep in mind that a parent is very protective and sensitive to comments (especially negative) directed towards his parenting or about his child.



# Rules on Rules

## 1. Keep The List Short

List some rules. The fewer rules, the better.

## 2. Make the Rules Relevant

A wise teacher doesn't get caught up in establishing regulations or classroom prohibitions that are attempts to counter temporary conditions. Usually, the rules will go on when the need for them is over.

## 3. Make the Rules Meaningful

Try to think like a student in your class. What would he/she say was the logical reason for each rule? Try to capture the reasoning for each rule in a sentence.

Sometimes, it can help to ask your students which rules they think are needed.

## 4. Make the List Positive

Try to state the rules in terms of objectives to work toward, rather than transgressions to be avoided. Look over your list again. Could any of the rules be stated in a more positive way? "study voice"

# Rules

1. Jesus said to him, “ ‘You shall love the LORD your God with all your heart, with all your soul and with all your mind.’ “ This is the first and greatest commandment.

2. “And the second is like it: ‘You shall love your neighbor as yourself.’ (Matt. 22:37-39)

3.

4.

5.

## SCRIPTURES ON DISCIPLINE

### **Purpose of Discipline:**

HEBREWS 12:10-11 *“For they indeed for a few days chastened us as seemed best to them; but He for our profit, that we might be partakers of His holiness. Now no chastening seems to be joyful for the present, but grievous; nevertheless, afterward it yields the peaceable fruit of righteousness to those who have been trained by it.”*

PSALMS 119:67,71 *“Before I was afflicted I went astray, but now I keep Your word. It is good for me that I have been afflicted, that I may learn Your statutes.”*

### **True Love:**

HEBREWS 12:6-9 *“For whom the LORD loves He chastens, and scourges every son whom He receives.’ If you endure chastening, God deals with you as with sons; for what son is there whom a father does not chasten? But if you are without chastening, of which all have become partakers, then you are illegitimate and not sons. Furthermore, we have had human fathers who corrected us, and we paid them respect. Shall we not much more readily be in subjection to the Father of spirits and live?”*

PROVERBS 3:11-12 *“My son, do not despise the chastening of the LORD, nor detest His correction. For whom the LORD loves He corrects, just as a father the son in whom he delights.”*

PROVERBS 13:24 *“He who spares his rod hates his son, but he who loves him is careful to discipline him.” (NIV)*

### **Benefits of Discipline:** (Some only apply to parents)

PROVERBS 15:5 *“A fool despises his father’s instruction, but he who receives reproof is prudent.”*

PROVERBS 19:18 *“Chasten your son while there is hope, and do not set your heart on his destruction.”*

PROVERBS 22:15 *“Foolishness is bound up in the heart of a child, but the rod of correction will drive it far from him.”*

PROVERBS 29:15 *“The rod and reproof give wisdom, but a child left to himself brings shame to his mother.”*

PROVERBS 29:17 *“Correct your son, and he will give you rest; yes, he will give delight to your soul.”*



# Calvary Chapel Saint Paul Children's Ministry Training

## Section E

### Leading a Child to Christ / Effective Teaching



## **PLANS FOR PRESENTING SALVATION**

### **THE ROMAN ROAD**

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

### **SALVATION**

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

### **THE A – B – C's OF SALVATION**

- A. **A**cknowledge self as a sinner  
Romans 3:23; Isaiah 53:6; James 2:10; Romans 3:10-12; John 3:3; Acts 4:12
- B. **B**elieve in Christ  
Acts 16:31; Luke 5:32, 13:3; Hebrews 11:6; Romans 2:4, 10:17; John 3:16, 20:21
- C. **C**onfess to Christ the Savior  
Romans 10:9-10; Acts 19:18; 1 John 1:9, 4:15

### **FOUR WORDS OF SALVATION**

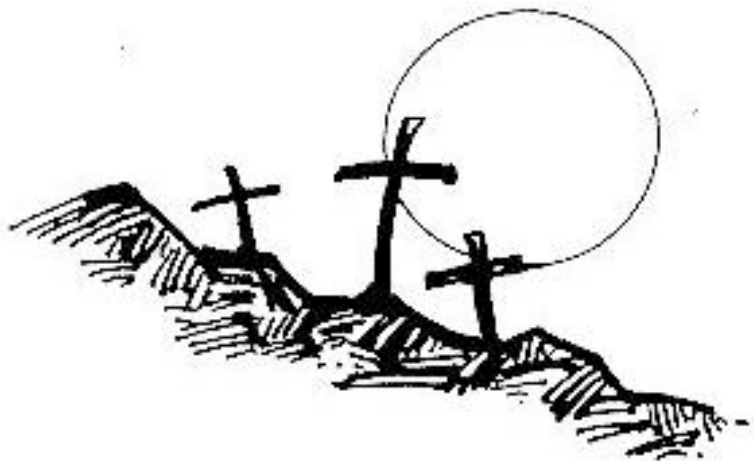
1. NEEDED - Romans 3:3
2. PROVIDED - 1 Peter 2:24
3. OFFERED - Ephesians 2:8
4. ACCEPTED - 1 John 5:12

### **THE FOUR SPIRITUAL LAWS** (by Campus Crusade)

1. God LOVES you, and offers a wonderful PLAN for your life.  
John 3:16; John 10:10
2. Man is SINFUL and SEPARATED from God. Therefore, he cannot know and experience God's love and plan for his life. Romans 3:23; 6:23
3. Jesus Christ is God's ONLY provision for man's sin. Through Him you can know and experience God's love and plan for your life.  
Roman's 5:8; 1 Corinthians 15:3:6
4. We must individually RECEIVE Jesus Christ as Savior and Lord; then we can know and experience God's love and plan for our lives. John 1:12, 3:1-8

**What does a child need to know to appreciate Christ's death and receive Him as Savior? These basic facts should be emphasized:**

1. God loves all kids - including me. I don't have to earn His love.
2. I have done wrong, and this wrong (called sin) must be punished.
3. Christ died to pay for my sin.
4. I must accept Jesus as my Savior to receive God's forgiveness.
5. When I do this, I become God's child.





## LEADING A CHILD TO CHRIST

1. Avoid symbolism. Use concrete ideas with children.
2. Choose terminology carefully. Use the same terms consistently.
3. Ask questions that encourage them to talk about feelings as well as understanding.
4. Talk individually with the child.
5. Consider the child's personal choice. Avoid pressuring the child into making a choice.
6. Be sensitive to the Holy Spirit and to the child.
7. It's the Holy Spirit that leads a child to Christ. Ask Him to use you and to help you to be sensitive to where the child is spiritually.
8. If a child wants to be a part of God's family and has a repentant heart, give him/her an opportunity to talk to God him/herself. Let the child tell God how he feels in his own words.

Study these scriptures for the Bible tells us,

*“out of the abundance of the heart, the mouth speaketh.” **Luke 6:24***

John 3:16

Romans 3:23

Romans 6:23

1 Cor. 15:3-4

John 1:12

Romans 10:9-10

Hebrews 13:5-6

# HOW WE LEARN

**Jeremiah 33:3-** “Call upon me and I will answer thee and show thee great and mighty things which thou knowest not.”

**Jeremiah 48:10-** “Cursed be the one who does the LORD’s work negligently.”

**1 Thess. 2:8-** “So being affectionately desirous of you, we were ready to share with you not only the gospel of God but also our own selves, because you had become very dear to us.”

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

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

**2. How much would they remember three days later?**

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

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

Three hours later? 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Three days later? 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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

Three hours later? 50% 55% 60% 65% 70% 75% 80% 85% 90% 95%

Three day later? 50% 55% 60% 65% 70% 75% 80% 85% 90% 95%

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

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

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

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

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

800 1,000 1,300 1,400 1,500 1,600 1,800

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

## **USE OF VISUAL AIDS**

Visual aids are used to:

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

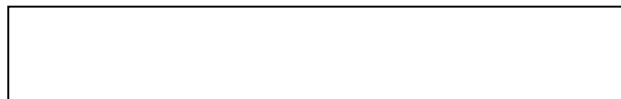
3% thru taste

3% thru smell

6% thru touch

13% thru hearing

75% thru seeing



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

10% of all we read

20% of all we hear

30% of all we see

50% of all we see and hear at the same time

75% of all we see, hear and do at the same time

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

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

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

The best visual aid for the situation depends on:

1. The type of material to be presented
2. The size of the room
3. The size of the group
4. The facilities that are available in the room

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

Make your visual aids visible

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

Use color, not art, for your headline

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

# PROJECTED VISUAL AIDS

- I. Definition of terms: Projected visual aids are pictures shown upon a screen by use of a certain type of machine such as a filmstrip projector, slide projector, overhead projector, or TV/VCR/DVD/Computer.
- II. Values of projected visuals.
  - A. Provides greater enjoyment in learning
  - B. Stimulates more rapid learning
  - C. Increases retention: larger percentages and longer retention
  - D. Makes teaching situation adaptable to wider range
  - E. Compels attention
  - F. Enlarges or reduces actual size of objects
  - G. Brings distant past and the present into the classroom
  - H. Provides an easily reproduced record of an event
  - I. Influences and changes attitudes
- III. Types of projections used most frequently in church work:
  - A. Video
  - B. Filmstrips
  - C. Overheads
- IV. Utilization of Materials:
  - A. Preview every visual for age appropriation, issues and doctrine.
  - B. Use the visual resource as a support to the Bible study, not a replacement.
    1. Visual resources are a tool intended to help build a complete picture.
    2. They are not to be a time filler for the unprepared lesson.
- V. Summarization of Purpose  
Aim: Not to present a visual aid that they may remember, but to present the lesson visually so that the spiritual objective may be more effectively achieved.

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

# LEARNING BY SEEING

## (Non-projected Visuals)

- I. **Definitions of terms:** Visual education is the effort to help people learn by seeing. A visual aid is any object or symbol which aids in clarifying thought.
- II. **Examples: Jeremiah 18:1-6; Matthew 18:1-6**
- III. **Values:**
  - A. Makes learning more permanent
  - B. Increases interest and enjoyment
  - C. Simplifies the process of review
  - D. Provides for faster learning
  - E. Clarifies material being taught
- IV. **Abuses: Visual aids are not**
  - A. A substitute for the lesson
  - B. Escape from preparation
  - C. Gimmicks for entertainment
- V. **Suggestions for use of non-projected visuals:**
  - A. Select the aid which can most effectively accomplish the objective
  - B. Consider the learner and choose the aid which most effectively communicates with him/her
  - C. Be as familiar with the aid as possible
- VI. **Types:**
  - A. Two Dimensional
    1. Flannelgraphs
    2. Flash Cards
    3. White Board
    4. Posters
    5. Charts
    6. Graphs
    7. Coloring Pictures
  - B. Three Dimensional
    1. Objects: sling, shoe, shield, etc.
    2. Balloons
  - C. Motion:
    1. Drama
    2. Puppets

## **“POINTERS FOR STORYTELLING”**

1. **LEARN THE STORY** - Read it aloud at least twice to get a feel for the content.
  2. **CIRCLE THE UNFAMILIAR WORDS** - Look up the definitions of the words and practice pronouncing them correctly.
  3. **PLAN VARIETY** - Decide where to change your voice. What parts should be read slowly? Rapidly? Softly? Make marks yourself in the margin.
  4. **PRACTICE** - Read the story aloud once a day at least three days.
  5. **LOOK AT YOUR LISTENERS** - By this time you should know the story well enough to have good eye contact while teaching and following your note. But don't just look at the group, look at individuals, eye to eye.
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## **“PRESENTATION METHODS”**

- A. FLANNELGRAPHS
- B. FLASHCARDS
- C. STORYTELLING
- D. PUPPETS
- E. DRAMA