From the Ground Up:

Making a Great Start in Children's Ministry and with the Praise Factory Family of Curriculum

Constance Dever ©2016 Praise Factory Media



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Introduction

It has been a joy and a privilege to serve at Capitol Hill Baptist Church in Children's Ministry over the past 20+ years. This group of godly men and women have allowed me to learn from them and try out new curriculum and teaching ideas on their children. Some ideas have failed; some have blossomed and borne more fruit than I could have ever hoped for. They all have taught me important lessons.

From the Ground Up comes as a summation of much of what I have learned and tried at CHBC. I'd like to tell you a little about each section in the book.

<u>Section 1: Getting Started: Foundations First (25 Lessons I've Learned in Children's Ministry at CHBC)</u> These twenty-five lessons have become things I say to others over and over again to provoke thought and hopefully provide wisdom.

The lessons are grouped by topic. They are each followed with a set of application questions for applying each idea to your ministry setting.

Section 2: Getting Started: Know Yourself

This questionnaire is a compilation of the questions we typically ask children's ministry teams when they ask for advice. The more you understand about who is asking for advice, the better the advice you can give. These questions are what we use to help us get to know someone else's church, their families and their children's ministry. You may find them helpful as you think through your ministry situation and how to best serve the families who are a part of it.

Ideally, your whole children's ministry team/church leaders would fill out the questionnaire separately and then meet together, discuss your answers, and end up with a common vision.

Section 3: Getting Started: Eleven Steps to a Custom Fit with Any Curriculum

A new, just-out-of-the-box curriculum might be a great start, but it's rarely a great finish! I can't think of a single time when we have introduced a new curriculum at our church and we have not needed to adapt in some way to fit our needs--even when we have created the curriculum, ourselves! This section lays out the steps we take when we are introducing a new curriculum here at CHBC, or are even just trying to make a better fit with a curriculum we are using already.

Section 4: Getting Started: Hide 'n' Seek Kids

This section is as close to holding your hand and wiping the sweat off your brow with the Hide 'n' Seek Kids curriculum as we can get. It includes getting to know the curriculum; making a good fit in your setting; launching the curriculum; and, teaching and training others to use it.

Section 5: Getting Started: Deep Down Detectives

This section focuses on helping you get to know the Deep Down Detectives curriculum; make a good fit in your setting; launching the curriculum; and, teaching and training others to use it.

Section 6: Getting Started: Praise Factory Investigators

This section focuses on helping you get to know the PFI curriculum; make a good fit in your setting; launching the curriculum; and, teaching and training others to use it.

Appendices:

The appendices include additional resources mentioned in the body of this book that you may find helpful.

Hope these resources help you as you seek to bring the good news of the great God of the gospel!

Constance Dever

Section 1

Getting Started: Foundations First

25 lessons learned in Children's Ministry at Capitol Hill Baptist Church...

with application questions for your ministry setting

The Twenty-Five Lessons

GENERAL

#1: Four Fundamentals from Psalm 66

#2: Parents are the primary spiritual care-givers of their children, but Children's Ministry can help equip parents in their role as spiritual care-givers.

- #3: Know your "critters."
- #4: Children's Ministry works best when guided by the church leaders.
- #5: God has given us the job of praying, nurturing, and educating children, but it is He who brings the fruit of saving faith.

SUPPORTING PARENTS AS THEY TRAIN THEIR CHILDREN AT HOME

- #6: Shoot for what happens after hours.
- #7: Be careful what you catechize.

SUPPORTING PARENTS BY PROVIDING SAFE CHILD CARE AT CHURCH

#8: Be safe before you are sorry. Put a Child Protection Policy in place now!

SUPPORTING THE PARENTS AS WE CARE FOR THEIR CHILDREN AT CHURCH BASICS:

- #9: Practice finiteness. Start with less and do it well.
- #10: Twirl with your swirls.
- #11: Prepare the children to gather together for worship with the whole congregation.
- #12: Pray! Pray! Pray! There are eyes that watch and minds that remember, even when there seems to be no ears to hear.

CURRICULUM AND TEACHING:

- #13: Think outside of the boxed curriculum box.
- #14: Two Dead Men and a Diamond
- #15: The remarkable results of repetition.
- #16: Think like a missionary.
- #17: "Oh, I know that old story...or do I?" Fight Bible boredom in well-taught children.
- #18: Change your activities from time-fillers to conduits of truth.
- #19: Pray Bible-based, life-expanding ACTS prayers.
- #20: Don't throw out the baby with the bathwater! Go pirating, instead!
- #21: Skip the chaos! Plan your transitions between activities.
- #22: Skip the chaos! Teach with a predictable schedule.
- #23: The Triple-Crown of Teaching

RECRUITING VOLUNTEERS AND SUPPORTING TEACHERS:

#24: A few, good men are hard to come by... but they go a long way! #25: Care well for your teachers and they will come back.

Lesson #1: Four Fundamentals from Psalm 66

Psalm 66 points to four fundamentals of how we try to teach the children and how we encourage our parents in their spiritual nurturing of their children.

Fundamental One: Live joyful lives

"Shout for joy to God, all the earth." Psalm 66:1, ESV

We can live joyful lives in light of what God has done. True joy is a gift of the Spirit. It is remarkable. It cannot be reproduced by any other religion. It reflects the Spirit of God working within us, giving life where there was death. It is living in faith, despite trials and despite having to let go of what the world holds to be true and dear. And so, as we teach and parent, we ask God to make our joy in Him evident. It is a very potent witness of the truth and power of the gospel to the children watching us.

Fundamental Two: Live to glorify God in all things...regardless of the outcome!

"Sing the glory of his name; give to him glorious praise! Say to God, "How awesome are your deeds! ... All the earth worships you and sings praises to you; they sing praises to your name." Psalm 66:2,3,4, ESV

We live to glorify God in all that we do. We do not have control over the conversion of the children who we love, parent and teach. Their conversion is a work of God's Holy Spirit that we pray for and yearn for, but we cannot use it as the measure of success. On the other hand, seeking to glorify God in how we teach, raise and live among the children is a "success" we can strive for. This is freeing! We can strive to please God as we declare the greatness of His name to these children. We can strive to please God as we do, to the best of our ability, all He calls us to do, including raising these children. It makes teaching and parenting yet another venue for glorifying God, regardless of who is converted. And, it makes conversion a matter of trust in God...just where it should be.

Fundamental Three: Teach the children God's awesome works, as revealed in the Bible

From before the creation of the world, God has had one, big plan to redeem His people as a magnificent display of His glory. We read of it in the Bible—the record of "His awesome works on man's behalf." And so, the Bible is our primary "textbook" for teaching our children about God, and for how we parent. The Bible is central to all we do and long to teach the children.

Fundamental Four: Tell the children the gospel that has saved us and can save them

"Bless our God, O peoples; let the sound of his praise be heard, who has kept our soul among the living and has not let our feet slip... Come and hear, all you who fear God, and I will tell what he has done for my soul. I cried to him with my mouth, and high praise was on my tongue. If I had cherished iniquity in my heart, the Lord would not have listened. But truly God has listened; he has attended to the voice of my prayer. Blessed be God, because he has not rejected my prayer or removed his steadfast love from me!"

Psalm 66:8-9,16-20, ESV

As Christians, God has given us grace to hear and believe the gospel. We have repented of our sins and trusted in Him as our Savior. We have the testimony of His good work in our lives...and so, as we teach and parent, we want to testify to the children of God's work in our own lives. This is not a God only of history and past acts. This is the living God who is at work today...and in us! What a story we have to tell to these children every day, of the God whose mercies to us are new every morning!

Lesson #1: Questions for You in Your Ministry Setting:

1. How can we show the joy we have in the Lord to our children at home or in the classroom? Why is this so important? Why can this be so compelling?

2. How does teaching children to glorify God free us up in the classroom and/or as parents? Does it mean that we no longer care whether the children are converted or not? Why or why not?

3. Why is it so important that the Bible, not simply moralistic, character-building lessons, be central to all we teach? Does the curriculum you use reflect this? How or how not? If not, how could you help it do this?

4. What is the difference between sharing the gospel with the children and sharing the gospel that saved us with them? How would that difference show up in how you teach or share with the children?

Lesson #2: Parents are the primary spiritual care-givers of their children, but children's ministry can help equip parents in their role as spiritual care-givers.

We believe that Scripture clearly teaches that parents have the primary responsibility to raise their children in the nurture and admonition of the Lord.

This includes parents teaching their children about God, disciplining them, and striving to honor God before them by the example of their lives. The children's ministry team here at CHBC sees itself as a support team to parents. It seeks to aid and encourage parents in the nurturing of their children, in accordance with Scripture and the vision of our God-given elders.

It is very important for parents to realize that your church's children's ministry program isn't a way for them to out-source their own responsibility to their children, even when they feel ill-equipped or overwhelmed. The great news is that the God who calls them to this task will also equip them...and He often uses the church leaders, the children's ministry team and other members of the local church to do this.

Pastors can teach parents about their role as primary spiritual care-givers and can equip them for it:

- in their preaching and other teaching times
- in their public prayers
- by providing parenting classes, workshops and resources
- in counseling
- in conversation
- in providing an example as they raise their own children

The children's ministry team can teach parents about their role as primary spiritual care-givers and can equip them for it by:

- providing partner curriculum resources that help the parents discuss with their children at home what they have been learning in their classes at church.
- giving the parents feedback about how their children act and respond in class.
- staying connected with parents, face-to-face, through email, before and after class.
- regularly praying for the families of the church.
- exposing the parents to good resources they can use with their children, through a book stall, lending library, book fair, book reviews, etc.
- providing resources (such as kids' bulletins) and advice to parents as they help their children worship alongside of them in the worship service.
- not filling the regular church schedule so full of programs that there is little time for families to spend time together.
- providing safe child-care for their children that allows parents to learn and grow in their own classes.

Other members can teach parents about their role as primary spiritual care-givers and can equip them for it by:

- discipling each other, helping each other grow in their love and knowledge of God and His ways.
- mentoring and providing examples through older, more experienced parents inviting younger parents (or even singles or couples who do not yet have children) to come to their homes and observe them with their children.
- younger parents asking older, more experienced parents for feedback on how to best parent their children.
- sharing and praying for each other.
- serving in child-care/children's ministry classes and learning how to teach and train children.

Within the children's classes at church: parents can be supported, without being usurped, in their primary role by:

- by the witness, influence, love and prayers of other fellow, godly members for the children who teach in their classes.
- by providing the children with meaty teaching that builds upon what the parents are teaching their children can be very helpful, especially for less-mature Christian parents who need help most of all.

There has been a recent movement called "family-intergrated church" that emphasizes the parents' role as primary spiritual care-givers to such an extent that it seems to exclude the local church's support in this task. I appreciate the seriousness with which people who hold this position take concerning parents' responsibility before God to teach and train their children. But, I think that Scripture clearly calls the members of the local church, under the guidance of the church leaders, to work together to encourage and equip each other in the faith. I believe this naturally includes equipping believers for their role as spiritual care-givers of their children. See the article in Appendix A for more reflections on this topic.

Lesson #2: Questions for You in Your Ministry Setting:

1. What does it mean to be a primary, spiritual care-giver of children?

2. Who do you see as the primary spiritual caregivers of the children in your church?

3. Would parents be surprised to hear that they are the primary spiritual caregivers of their children? Why or why not?

4. Would your children's ministry team be surprised to hear that they are NOT the primary spiritual caregivers of the children of the church? Why or why not?

5. How does your pastoral staff educate parents in this role? Do they do this regularly?

6. How does your children's ministry team educate parents in this role?

7. Who would your children's ministry program say is the primary caregiver of the children in your church? How does your children's ministry team's decisions, prayers and programs reflect this view?

8. Look at your weekly children's ministry program. When do your families have time to spend together?

9. How does your children's ministry program support your parents in their role....at church? at home?

10. How do you regularly connect with parents? How do you communicate with them about resources or learning opportunities for their children or for themselves as parents?

11. What (if anything) would you like to do to improve your support of the parents in your church?

12. How does your church provide or expose parents to resources to use with their children at home? What are some ways you would like to improve in this? How might you do this?

Lesson #3: Know Your "Critters."

A "critter", in case you didn't know, is just a down-home, backwoods, slang word for creature. The point of this lesson is that you first need to know WHO you are supporting and teaching, if you are going to know HOW to best support and teach them.

The two types of "critters" you most want to know are your parents and their children. Here are some types of things it might be helpful to know about them:

Parents:

- Are they type "A" driven or laid back?
- Are they spiritually mature or just baby Christians?
- Do they come from a Christian background or other?
- Do they have very little disposable income or are they able to afford extras (like biblical resources to use with their children)?
- Is English their first or second language?
- Are they single-parents or are they married? Do they both work outside the home?
- Are they very involved in church or sporadic attenders?
- Do they like to communicate by email, phone or in person?
- Do they tend to use the take-home resources you give out or not?
- Do they have a transient occupation (student, military, etc) or one that allows them to settle more permanently in one place?
- Do they have much family support in the area or are they on their own?
- How do they educate their children: home-school, private, public school?

Answers to questions like these can help you better understand how to support parents and their children. For example, parents who are spiritually mature themselves will probably have a naturally easier time in teaching truths to their children. A young Christian or one from a non-Christian background might be hungry for a lot more help. Understanding that a parent appreciates receiving take home sheets and newsletters through email rather than being handed them on Sunday morning will help you better communicate resources and opportunities to him. Or, knowing that a family has very little disposable income might lead you to giving a Bible or other devotional resources (and pointing them to resources in your church library) that they could not otherwise afford.

Children:

- Do they have any special needs?
- Have they/their family been experiencing a particularly difficult situation that the child is trying to understand?
- What kinds of learning activities do they respond best to: movement/music/workbooks/etc.?
- Are they showing signs of spiritual hunger or boredom?
- Are they often a hand-full, behavior-wise?
- How familiar are they with the Bible?
- Can they read and write yet?
- What do they like to do?

Questions like these can help your Children's Ministry team/teachers better understand how to care for the children and reach them with the gospel, when they are under their care in class. It also can help them suggest resources to support the parents in spiritually caring for their children, too.

Lesson #3: Questions for You in Your Ministry Setting:

1. How well could you answer these questions about the parents/children in your church?

2. What other questions would you add to these?

3. How might you find out this information?

4. Do you see trends in any area? Do a lot of your parents seem to fall in the same categories? How could noticing any trends affect how you support the parents and their children?

Lesson #4: Children's Ministry works best when guided by the church leaders.

Here are four, big reasons why your children's ministry should be under the direct and regular guidance of your church leaders:

Reason #1: Because your church leaders are specially gifted and responsible before God for the teaching that takes place in the church—even to the children.

Reason #2: Because children are being raised by the adults under their pastoral care and raising children is an important part of God's calling on their lives.

Reason #3: Because children's ministry often involves a high percentage of your church membership, and your church leaders are responsible to make sure that those members are receiving the care they themselves need, even as they are serving the children.

And Reason #4: if your church leaders don't provide leadership, someone else will, and too many times this leads to pockets of friction, division and sometimes poor teaching.

What does direct and regular guidance look like? Here are some ideas:

- The leaders decide upon (or review and approve suggestions from the children's ministry team) teaching themes and resources used with the children at church.
- The leaders set guidelines for who can volunteer in children's ministry and how frequently they can serve to make sure that no one is over-serving and thereby under-feeding their own souls.
- The leaders approve any major program changes, making sure that the church is not becoming too programcentered and thereby starving families of time together.
- One church leader is given particular oversight of the children's ministry team, having regular meetings with them, praying with them, receiving updates on children, parents, teachers, resources and programs. He is the point person to talk with teachers, parents or the children's ministry team as situations in children's ministry arise. He keeps any other pastors updated with children's ministry issues.
- The leaders decide upon important issues, such as the baptism and church membership for children/youth and putting their decisions in writing and making them available to parents, teachers and the children's ministry team.

At CHBC, we enjoy the guidance of our elders in all of these ways. Here's what it looks like for us:

- The elders have given us four teaching emphases:
- 1. Chronological study of the Bible (OT/NT overviews)
- 2. Prepare the children to gather together with the church body
- 3. God's One Big Plan of Redemption/Missions
- 4. Biblical Theology

They have set guidelines for members wanting to serve in children's ministry that they think will provide enough continuity for the children being taught, while also being sensitive to ensuring that the volunteers, themselves, are in a position of being taken good care of, spiritually. These guidelines are spelled out in Appendix B.

One elder in particular--the pastor of families--is the overseer of our children's ministry team. He meets regularly with the team, giving them advice and receiving updates on the children, parents, programs, etc. They pray for the families. He reports to the elders at elders' meetings any information of note; or, brings up any issues that they need to discuss and decide upon. He reports back to the children's ministry team and helps them implement the elders' decisions. He also gives a children's ministry report to the congregation at Members' Meetings, held every two months.

Our elders' have written up their wisdom on the baptism of children at CHBC and give it out to all parents who are seeking membership at CHBC. They do this because not everyone has come to the same conclusion as them

25 Lessons I've Learned from Children's Ministry at CHBC and they want to be up-front with their conclusions, in case a family would rather go to a church with a different view on this matter.

(Our elders' paper on the baptism of children at CHBC can be found in Appendix C.)

Lesson #4: Questions for You in Your Ministry Setting:

1. How would you describe the current guidance/oversight your children's ministry team receives from your church leaders? What do you appreciate about this? Is there anything else would you like to see them do?

2. What would be hard about receiving more spiritual oversight from the church leaders? Are there areas of individualism among the children's ministry program that either does not receive enough oversight from the church leaders? How does this show? What changes could be made?

3. What issues, such as baptism of children, would you like to see your church leaders give your team spiritual guidance upon?

4. Who decides upon the teaching emphases, the curriculum and the programs that children's ministry implements?

5. Do you have a statement of faith that provides a foundation for the truths you believe and teach? If not, what are the Biblical truths that under-gird your ministry?

6. Do you have a mission statement for what you hope to do within this ministry? If not, what would it be?

7. Do you have guidelines for who or how often someone can serve in children's ministry? Do you have a few members who over-serve?

8. Who takes care of difficult, pastoral issues that arise with children or with parents?

Lesson #5: God has given us the job of praying, nurturing, and educating children, but it is He who brings the fruit of saving faith.

Oh, how we love our children! Oh, how we desire for them to know the Lord and to be saved from their sins! This leads us to pray for our children, to teach our children, to catechize our children and talk to our children. This is a great blessing to the children, to their families and to those here at church who work with their children. How wonderful it is to work with children who are so well taught!

The Caution

But with all this diligence, there is an important word of warning we give to both the parents and the teachers of these children: Doing all these things educates the children and fertilizes their souls with the great things of God, but they neither guarantee nor bring about conversion! It is God who brings the fruit of saving knowledge of and faith in Him, in His way and in His timing.

Sometimes our small, pea-sized minds and anxious, un-trusting hearts are not too happy about this fact. This may be a temptation especially among those whose children get older and older and still show little or no desire for God. But the truth is, God is far wiser and good than we are. We can rest in Him... or at times, fight to rest in Him... even about the salvation of our children. It is certainly very important that we, as parents and as teachers, do the best job we can of training up the children in the nurture and admonition of the Lord. But, it is just as important that we are on our knees, asking for God to work, in His perfect timing, in the hearts of those children. And it is important for God to work in us, right now, a restful, hopeful, trusting, joyful spirit that acknowledges Him as the good, powerful Giver of faith. We should ask Him to show us our heart concerning these matters...and grow them in all of these graces.

Yes, conversion is a work of the Holy Spirit alone! There is no "to-do list" which, when completed, guarantees that their children will come to a saving knowledge of God. Nor are there any certain, three behaviors, if cultivated enough by faithful teachers and parents, will guarantee that the children will become followers of Christ and will godly lives. And unfortunately, sometimes knowledge of more facts--even Bible facts and Bible verses-- can breed arrogance, just as much as lack of facts can lead to ignorance. And good behavior--even good, Christian behavior-can breed legalism, just as lack of discipline can breed selfishness and foolishness.

So what do we do? Do we hold back on how much we teach the children about God because we can't know that it will produce the desired effect? No! Believing comes through hearing and hearing through the word of Christ! We will teach and pray that God works in their hearts through His Word! Do we stop trying to build good, godly character in their lives, because there's no guarantee that we can make it "stick"? Of course not! God calls us to be faithful teachers of His ways and beckon everyone--including children--to turn to Him and live for Him. Let's us fully use the means God typically uses to convert people! But, let us rest in God in our good God who alone can change their hearts!

Another way parents' and teachers' strong desire for salvation assurance comes out in the form of baptism pressure. That is, baptizing children at their early signs of spiritual interest, but before the child is truly converted. At CHBC, we have prospective members share their testimony with the elders before being put forward for membership. Too many times, the testimony includes the story of how they "made a profession of faith as a child and were baptized, but then "fell away from the Lord" for years. And now, just recently, sought the Lord and desire to walk with Him truly now"—or something like that. Was the child truly converted back then, or only now, as an adult who is bearing the fruit of true conversion? Only God knows...and we certainly never question a person's childhood experience. But, it has caused our church leaders to help our teachers and Children's Ministry team learn to both encourage children on towards trusting faith in Christ, while also being patient to wait for fruit of true conversion before baptism takes place. Baptized is a command for the converted, but it does not mean someone is converted. In our eagerness, we may wind up actually creating greater difficulty for our children by baptizing them too soon. If they think they are converted when they are not, then they think that have tasted all there is to a relationship with God, when in truth, they have never tasted it at all.

God made children to want to please their parents. What pleases a Christian parent more than a child's decision for the Lord? "Hallelujah! My child is safe!" I know those feelings all too well. But, we have come to recognize that if we can encourage the child's desire and teach them what it means for them to be a disciple who loves the Lord and lives for Him...but wait until he/she is older and shows signs of true conversion to the congregation at large and in his life as he feels the tug of the world and says "no" to it, that we are far more likely to have less of these false decisions. This is so important for everyone involved. It is important for the church to look like Jesus by, as closely as we can, recognizing, baptizing and including in membership those who truly have repented of their sins and trusted in Jesus as their Savior. And for the children, baptizing them too early, maybe before they truly have become Christians makes them think they know what life with God really is. There are so many people in the world who think they are Christians because they made a decision as a child, often at VBS it seems, were baptized and hardly ever darken the door of a church again or think about living a Christ-honoring life. Jesus spoke of the fruit being the best indication of a type of tree. That's simply what we have chosen to do here at CHBC for our children.

Do we put pressure on ourselves or on our children to do more or say more to help "force" them to make a decision that is not much more than a façade? What the world needs now is not more hypocrites. Be faithful. Be prayerful. Point them to Christ in your words and your life. Encourage them where you see signs of life. Teach them as you sit and as you rise. As you walk, and as you wait in carpool. But watch your heart! Keep watching your heart!

For more information on our elders' decision about the baptism of children, see Appendix C.

Lesson #5: Questions for You in Your Ministry Setting:

1. What are ways you as a parent or as a teacher can raise up your children in the nurture and admonition of the Lord?

2. What have been effective means of doing this? (examples: worship services or Sunday School classes at church, catechisms and other memory work, music, family devotions, etc.)

3. Where do you see symptoms of worry or pressure from parents/teachers for their children to make a profession of faith?

4. How do your church leaders think through the baptism of children?

5. If you are a baptistic church that baptizes young children frequently, do you find these children straying away as they grow up? Or, do you find many wanting to be "re-baptized" when they are young adults because they felt the first baptism (at the younger age) didn't "count"? How does this affect the witness of the church and what true Christians look like? How does this confuse these children concerning their spiritual state? What could you do to help with these issues?

6. What signs of conversion do you look for in children before proceeding with baptism?

7. How can you encourage the children who seem to be seeking the Lord and may have actually been converted, even if you do choose to wait for them to grow up and show fruit across their lives?

8. How do you talk to parents when they want their child baptized? How can you help them to understand what it means for the child to be baptized and why you might choose to have them wait for clear fruit to be borne?

Lesson #6: Shoot for what happens after hours.

Remarkably little children's ministry actually takes place at church, under our care. If you want to support parents in their roles are primary spiritual care-givers, you need to focus on more than the few hours of teaching time you have with their children at church. Focus on the time the children have with their parents!

We like to think of our church as a sit-down, eat-in restaurant that fills our members' spiritual "bellies" with great food while at church, yet also gives so much food that they have plenty to take home in "doggie bags" to keep feeding themselves and their children on the rest of the week.

Here's some of the ways we do this:

- Regularly hosting special events: parent lunches, panels/speakers on various topics relevant to parenting.
- Offering Core Seminar classes (Sunday School for adults a la CHBC), both on parenting as well as a wide variety of important topics which aid parents in their own spiritual growth. (See Appendix D for a listing of some of these core seminars. Core seminar content is available for free dowload at the CHBC website.)
- Strongly encourage parents' church attendance and accountability with others to foster spiritual growth through discipleship and the preaching of the Word.
- Planning times for our Pastor for Families to be available to speak with them and give advice.
- Encouraging teachers/caregivers to give deliberate, regular feedback to parents about their children.
- Hosting "Daddy" breakfasts and other informal, member-initiated meetings to encourage fathers in godly leadership of their families.
- Offering resources in the bookstall and library.
- Pastors mentioning and even giving out (for free) good books for families from the pulpit during announcement time.
- Giving out take home resources of what the children are being taught in their church classes so that parents can review and reinforce the concepts at home.
- Offering online curriculum resources and quarterly newsletter of what the children will be learning.
- Encouraging members to share honestly and deeply with each other about what is going on in their lives. Encourage them to truly support each other in what they are going through. Helping them make connections with others who are going through/have gone through similar seasons and issues with their children.
- Holding an annual book fair and giving out a resource of articles and good books for parents to use at home with their children. This book list is called <u>Truths to Teach</u>, <u>Stories to Tell: Books and other resources for your family</u>. We make it available through our website: www.capitolhillbaptist.org. It is also available on the praisefactory.org website. The booklists are substantial and updated annually as more good books come on the market. I have included some of our favorite books and some helpful articles from this book in Appendix E.

Lesson #6: Questions for You in Your Ministry Setting:

1. How is your church like a sit-down, eat-in restaurant of spiritual food for your parents and children? How would you like to improve this?

2. What kinds of spiritual "doggie bags" do you send them home with?

3. Do you think parents are aware of good resources to use at home with their children? If not, what could you do to educate them better?

4. Is there an atmosphere of honesty about struggles and questions that parents have in raising their children? Why or why not? What could be done to improve this, if there is not?

Lesson #7: Be careful how you catechize.

No one can dispute that young children have an amazing ability to learn and memorize--often the quickest and easiest in their whole lives! Why not harness this skill for the sake of learning Bible truths?

Bible memory verses and catechisms are concise ways of putting a whole library of Bible truth in children's heads. While some people balk at the idea of helping children memorize concepts deeper than they can fully understand, others see the goal not so much as achieving full, immediate understanding in a young child today, but leaving it as a legacy in his head for the future. Many are the stories of conversions of even elderly people by truths memorized decades earlier in their childhood!

But on the other hand, don't exasperate your child! Yes, they may be little memory sponges, but you can harden their hearts and discourage them with the very truths you want them to love by forcing them to do too much, too soon...and in a format that just isn't appropriate or effective for them.

Remember: your point isn't just to check off the list that you taught these truths to your children. It's to try to make them stick in places where they will stay for years. Better to do less and do it well, than to think you've done it all and done it poorly or at the cost of a soft heart.

And don't forget: there is more than one way to skin a rabbit! Bible memory and catechism doesn't always have to take a recitation format. There are many Bible verses and catechism-like questions and answers put to song. There is now even a completely sung version of the Westminster Shorter Catechism. There are games you can play to help them learn, too. Look for things your kids love and ways they learn easily and try to harness them for your goal of feeding your kids with truth.

Lesson #7: Questions for You in Your Ministry Setting:

1. Do you emphasize the catechism of children at your church? Why or why not?

2. What blessings and what difficulties have your parents found in using catechisms with their children?

3. What resources have you found that help children who have difficulty with tradition forms of catechism?

4. How could you share with parents the benefits and the difficulties of catechizing their children?

Lesson #8: Be safe before you are sorry.

Develop a Child Protection Policy that protects both children and teachers. Develop it BEFORE you think you need it. It's never too early to put a policy in place. An incident of child abuse not only hurts little lives, but it can destroy your church and its gospel witness.

At our church, some parents of younger children choose to have their children in the worship service with them from their birth on up. Others have decided that the opportunity for them to have an undistracted worship and teaching time in God's Word at church helps them to better spiritually care for their family. As they are better equipped themselves, they have more to pour into their children.

So, our first goal is to provide safe, caring childcare for these parents, so that they are not worried about their children, but can focus on learning and worshipping God, themselves. This had led to the development of our child protection policy.

Some key points of this policy:

- Keeping to safe and effective teacher/student ratios, enlisting extra teachers or closing classes when the ratios are in danger of being exceeded.
- Enlisting team leaders for each group of children to help train less experienced workers.
- Assigning family numbers to each family which flash up on small display boards in the worship hall when a parent is needed during the service.
- Oversight of all childcare by our Pastor of Families, our Children's Ministry Administrator, and the Deacon of Children's Ministry.
- An interview process and background checks for all potential caregivers.
- Requiring child training classes and posting safety/evacuation procedures in all classrooms.
- Using numbered wrist bands and other sign-in/sign-out systems which identify both child and parent/s and make sure the children go home with the right adults.
- Enlisting volunteer hall monitors who are on alert for suspicious strangers and are available for emergency help within the classroom during Sunday School and church services.
- Requiring all teachers/caregivers to be a member at least six months before serving in direct contact ministry with the children. This gives us a chance to know them; and, gives them uninterrupted time getting to know people/the church before serving.
- Usually starting out new volunteers with basic nursery duty, then watching for signs of teaching ability (unless someone is already known to be a teacher, etc).
- Mentoring new teachers under the tutelage of experienced teachers who are teaching, whenever possible.

We consider ourselves successful if we have achieved just this goal...and we encourage our teachers with this fact, too. It is no small thing to help provide the children's primary spiritual caregivers (their parents) with a way to get a big, spiritually nutritious meal from God's Word and the encouragement of other believers. Kinda like a spiritual date-night. And yes, of course, we want our children to be well-taught in their classes while they are in our care. But, if everyone goes home happy, healthy and in one piece, with parents whose spiritual bellies are bulging out a little, that is a great accomplishment....and one with spiritual health benefits that can trickle down to even the youngest member of those families. Yes, safety is a job well done!

In Appendix F, in the back of this book, I have included:

- our Children's Ministry Care Training Session notes (we hold two training sessions a month on Sundays)
- a list of Children's Ministry Safety Resources
- a list of helpful safety tips
- our Application for Children's Ministry
- our Child Protection Policy

Some other tips we have used in helping teachers remember and keep to the child protection policy:

- Review one Children Protection Policy procedure each week with your teachers.
- Post regular used/commonly forgotten procedures in the classrooms.
- Quietly observe your teachers as they take the children to bathroom breaks, do check-in/check-out of children, or at other times when important policy procedures are used. If you notice they are not doing them, then find a chance to speak to them about it. Ask the teachers what you could do to help them follow through with the procedures more completely.

Some Helpful Resources:

- Children Desiring God workshops at their national conference (go to this conference or listen online)
- On Guard: Preventing and Responding to Child Abuse at Church by Deepak Reju (our Pastor to Families)
- Contact Children's Ministry staff at other churches who might be able to give you advice or let you come observe their procedures in action.

Lesson #8: Questions for You in Your Ministry Setting:

1. What parameters guide your current safety procedures? (insurance, child protection policy, church leaders, other?)

2. What teacher-student ratios do you use, if any?

3. Do you have emergency evacuation routes and procedures marked? Do the teachers know what the procedures are?

4. What do you consider the biggest safety risks in your ministry situation? How can you safeguard against these?

5. Do you have a child protection policy? When was it made? Is it up to date with the size and needs of your church now?

6. How do you screen children's workers?

7. How do you check in-check out...infants, preschoolers, elementary school kids, middle schoolers?

8. What failures in carrying out your child protection policy are most likely to occur? (don't check out children properly, forget the bathroom policy, etc.)? How could you remedy these?

9. What do you do if only one teacher shows up to care for children?

10. What about your building makes safety difficult? How do you work with these difficulties?

11. What resources have you used to decide upon your child protection policy? Who have you consulted with? Is there any issue that you wish you could find more information on?

12. What would ideal child protection policy look like at your church? What steps could you take to get there? How much would it cost?

13. Do you train your teachers/caregivers in the child protection policy? How? When? Do you give them refreshers? How? When?

14. Do you teachers follow child protection policy procedures? Why or why not?

15. Do parents know your church's child protection policy? Are they willing to carry it out?

16. Do many children have food allergies at your church? How does your church deal with them?

17. What kinds of special needs require special access or facilities? Are you able to meet those needs? What would you need to do to meet them?

Lesson #9: Practice finiteness. Start with less and do it well.

It's easy to want to provide a ton of programs for children. These programs are often seen as a drawing card for new families. If the kids are happy, the parents will stay at your church. But, I would caution you to start small and do that well. Don't just think of the programs that children enjoy or that parents might expect. Think of feeding the whole church well. Each one of those programs takes volunteers. The more programs, the more volunteers... or the more hours from the same volunteers. Those volunteers have their own spiritual needs and their own life obligations. You want to make sure that you aren't building a church of spiritually "fat" kids," but "starving" adults. This is why it is wise to have the church leaders make decisions about what children's programs the church will provide. Inform the leaders of the practical information they will need about volunteers needed, and what kind of commitment is expected in order for them to be able to truly decide what is healthy for the church.

This is especially hard in small church/church planting situations. I know of one pastor's wife, when their church was very small, led the only children's class there was. To make the situation even more complicated, this class took place during the church service. Other volunteers were few and far between. Needless to say, she started melting down. So, as hard as it was, this church decided to practice finiteness. They prayed for more volunteers, kept making the need known. But as they waited for the volunteer pool to grow, they chose to cut back the classes from weekly to every other week. This was as much as this woman could manage. Interestingly enough, more volunteers eventually did step forward and the class was once more offered weekly. This was a great decision!

That being said, what you do (and however often you do it), do it well! And this is certainly easier to do, if you when you aren't spread so thin! More on doing a good job to follow....

Lesson #9: Questions for You in Your Ministry Setting:

- 1. What programs does your church/ministry setting have for children?
- 2. When are these programs offered?
- 3. For what ages of children are they offered?
- 4. How would you prioritize your programs? Why?

5. What group of parents/children do you think are most vulnerable to not being well fed spiritually? What could you/what do you do to help support them, especially?

6. Do you have a hard time getting volunteers for all your programs or certain programs? Why?

7. Why might it actually be spiritually healthier if your church does not offer every program that parents might want or children might enjoy?

8. Why might it be better for families to leave nights free rather than offer another program?

9. How can we help support families, even if they are not at a program at church?

10. How do you care for the volunteers who care for your children, making sure they are not over-serving?

Lesson #10: Twirl with your swirls.

Life is a busy swirl for most families, but usually there is a discernible pattern to the swirl. Lesson #9 was a caution to start small and not try to do more than you can do well. This lesson is an encouragement to maximize what you do within those limits. This comes by taking a careful look at those discernible patterns in family schedules and figuring out how you can twirl along with the families in them.

Here are some examples of swirl patterns in children:

Toddlers and Preschoolers: Do better with morning activities or late afternoon after nap-time. Preschoolers frequently get very tired in the afternoons and fall apart in the evenings. You may have opportunities during weekdays to offer teaching time for preschoolers, while their moms (if they do not have to work) attend a day-time small group or Bible study.

Elementary School Age Children: Are usually busy with school during the day. Even weekday afternoons and Saturdays can be filled with music lessons, sports, or family time. Many churches offer programs on Wednesday nights when adult Bible study take place. Home-schoolers frequently are looking for an extra, outside supplement to their curriculum at home. You can offer classes to them during the school day. Sunday mornings or evenings are frequently the best times for classes for this age range. Some children have two, working parents (or are raised by a single parent) and may be after-school care. This can be a great time to reach these kids with the gospel. Elementary school children are off of school during the summer. This can be a great time for longer events, such as camps or VBS for these kids.

But it's not just family swirls that we need to think about. Your church: ministry schedule, resources available and facility type is another area where there is usually quite a swirl of activity. It's important to consider how you can work with what goes on at your church to make a great fit.

Here are some examples:

Ministry Schedule: You are a church (like us) that has only one, main worship service (i.e., if you miss the preaching, because you are caring for/teaching children during that time, there is no second service to catch what you missed.) Then, on one hand, you have a lot of children and potential teachers all at church at the same time, but you need to be careful how frequently these teachers serve and miss the service. So, you could offer Sunday School (before or after that worship service), and you will be reaching the children/supporting the parents, but at a time when volunteers will not be missing the preaching.

Resources Available: You found a curriculum you love, but it's very expensive or it requires a lot of teachers. That makes that curriculum "too expensive" (in money or in manpower) than your church can afford to spend. You might want to choose to find another curriculum that better fits these constraints.

Facility Type: Your church meets in a school and you have a lot of kids. You only have Sunday morning access. You have little storage space, but you do have a gym and great classrooms. You have a Sunday School program, but would really love to have some sort of second, missions-related program for your children. You choose to ask for use of the school during summer break (or even spring break) and have something more like a VBS-style missions program. Or, you offer smaller, back-yard Missions clubs held in homes of church members during summer break.

Working alongside who/what you have, rather than straining for what you don't have, will help you support families more effectively and more sustainably.

Lesson #10: Questions for You in Your Ministry Setting:

1. Who are you families? What are their typical swirl patterns?

2. Do the programs you offer them "twirl" with those patterns or do create more "swirl"?

3. What resources (teachers, money, staff time, etc) do you have plenty of? Which ones are tight?

4. What programs use most of your available resources? Do you think that are good "bang for your buck"? If not, what would you change?

4. What are your facitilities like? When can you use them? What kinds of programs work best in them? What difficulties do you face? Is there any way you can better use them, giving these difficulties?

5. Are there other programs you would like to offer, but have chosen not to? Why? Limited availability from families? Limited resources? Limited facilities? Is there any good way to incorporate the curriculum, but in a different format that better fits these "swirls"?

Lesson #11: Prepare the children to gather together for worship with the whole congregation.

"After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb!" Revelation 7:9-10, ESV

I love this passage! I love this picture! The great, numberless gathering of God's people from every time, every tongue, every tribe, at last all together, praising God for their salvation through Jesus. This gathering is our goal. What an amazing experience that will be! Every Sunday, when we gather together as a whole congregation, we have a little dress rehearsal for that great Day.

These weekly dress rehearsals are not just encouraging for us. They can be a wonderfully attractive witness of the gospel for non-Christians and for our children. But how do we do this when they are sitting bored and fidgety through the singing and the prayers...let along the hour-long sermon (like at our church)? Do we just throw in the towel and give them their own, customized Children's Church, while we have our grown-up one...followed by their own, customized middle school service, then their own high school service...then their college fellowship at university? If so, when do they ever get to see the beauty of the body of Christ in this weekly dress rehearsal? When do they ever have their attention spans stretched to take in these bigger truths? Are we homogenizing our kids' worship experience in a way that does not point them to and prepare them for Revelation 7.

Or, do we take the hard line and just force them to sit and stand and listen, put on a happy face and like it?

Hmmm... No one wants to turn off kids from God and the gospel. So what do you do with the little ones who might not be old enough to sit through a long service or who are bored or even show signs of hating going to church because they cannot connect with the big words? What have we done to prepare them for the real local church—a body of believers that include people who are very different from us?

I think there are ways to both be sensitive to the limits of a child's attention span and level of understanding, and yet also to be progressively, deliberately preparing them to gather with the congregation as a whole in an understandable, hopefully memorable way as they grow up. And in doing so, always be keeping the goal a little bit of Revelation 7.

Here are some ways that we have done this at CHBC:

SUNDAY SCHOOL FOR EVERYONE

We offer Sunday School classes that do not over-lap with the worship services. Children can attend these, then attend all of the worship service. The middle school Sunday School teachers sometimes bring in the bulletin for the morning worship service and use it to go through the songs, Bible readings and sermon text before the kids go into the service.

MORNING WORSHIP SERVICE (We have only one so the whole church can gather together)

We do offer classes for preschoolers that run through the church service. Some parents bring their children into the worship service with them for the singing, prayers and reading of Scripture (about 45 minutes at our church), but sign them into their class for the sermon portion of the worship service (another hour). This exposes these children to the congregation gathered together in a way that most closely matches their attention span.

Our elementary school kids (K-3rd grade) join their parents for the first part of the service (singing, prayers, Bible readings), then some stay in for the sermon, while others are dismissed for Praise Factory Investigators (which takes place only during the sermon portion of the service.) Even those who do go to Praise Factory during the sermon, we are teaching them in ways which will better prepare them to stay in and gather with the rest of the congregation one day. We don't mind stretching the children's attention span a bit with the story length. We

include hymns that we regularly sing in our worship services. And, the hymn activity involves not just learning to sing the songs, but takes a close look at the words and what they mean. This, in turn, helps the children better understand what they are singing in the worship services, which also helps them to gather with the church in a more meaningful way.

Children who are in 4th grade and higher are in the whole service, from beginning to end.

We also provide two worship bulletin (one for younger kids; one for older kids) that helps them interact with what's going on in the service, space to write down sermon notes and also gives them a coloring sheet and puzzle activity. Our Children's Ministry administrator and pastor of families create these each week, based on the music, Bible readings and Scripture passage being preached on. (a sample of two of our bulletins can found in G.)

As well as being able to sit in the worship hall with everyone else, we also provide special rooms with video feed just for parents with kids. This allows even parents with very wiggling, noisy kids to hear the service...and for them to help their children to participate in the service without being a huge distraction to others.

SUNDAY EVENING SERVICE

This 1.5 hour service is focused on sharing, prayer and singing, with a much shorter (15 minute) devotion on Scripture. Except for the long time of silence needed during the prayer time (20-25 minutes), it is an easier service for younger children to take part in. We provide a child care for pre-schoolers for the whole service; and, a class for children only K-2nd grade, that starts after the initial singing time (first 15 minutes) ends. Again, this is exposes K-2nd graders to part of the church service and all 3rd graders to all of it.

Lesson #11: Questions for You in Your Ministry Setting:

1. How are you helping children to prepare to gather with the congregation?

2. How can you help them learn more about what goes on during the worship services?

3. How could you help your parents help their children during the worship services?

4. What parts of the worship services do children regularly take part in?

5. Do you only offer children's classes during the church hour? The whole service? Just the sermon portion? What difficulties does that cause when children transition into the service? Is there anything you could do to help that transition?

Lesson #12: Pray! Pray! There are eyes that watch and minds that remember even when there seems to be no ears to hear.

Humans are big lovers of "Right Now"! But we serve a God to whom a thousand years is as a day. His plans are magnificent and big and they come about in His own, perfect time. And so, it's not surprise that while some children come to faith as children, there are many more who hear the gospel and learn the Bible, but who never come to faith until years, even decades later.

We are grateful for the encouragement of those children who become Christians at an early age! Yes, we are so grateful... both for their sake and the sake of those who pour their lives into teaching them in the things of God. We should pray for that fruit and thank God for that fruit.

But, we should pray just as much for those seeds sown by parents and teachers today, but that seem to simply lay dormant. It doesn't mean they are duds, just because they have not yet sprung to life. We serve a wonder-working, prayer-answering God! We must not give up. We must keep on praying!

Check your attitude! It is "What you see (right now) is what you get?" Mine so often reverts back to this, as I pray and pray for some and still they have not come to faith. One pastor friend said recently in a sermon: "How much are you praying for the lost? Have you given up? If God so willed to save everyone you prayed for this week, how many people would be saved?" It was a telling question. My impatience to see fruit now often turns into hopelessness and prayerlessness.

So, keep on being faithful! By God's grace, live out a godly life before the children. Let them see your relationship with the living God. Teach them all in the most memorable and understandable ways that you can. Don't give up doing your best! Don't give up praying! Pray for the parents, the teachers; pray for these little lives.

As Alfred Tennyson once said, "More things are wrought by prayer than this world dreams of."

The elders, children's ministry team, teachers and parents praying for the children, as you might expect. But we also encourage our whole congregation to regularly pray for families is by including the names of the children with the parents in a special section in the back of our membership directory. This helps reminds members like our college students or older singles, who might not usually think much of the children, to pray for them. Together, we support families!

So much of working with kids is like filling time capsules. Who knows when they will be opened by the Holy Spirit in a way that brings the truth of the gospel to life in a saving way? God has chosen to weave our prayers into the outworking of His great and glorious plans...even for these children.

Lesson #12: Questions for You in Your Ministry Setting:

1. Who regularly prays for the children and parents in your church?

2. How do you encourage people to pray? What else could you do?

3. Do you struggle with impatience or discouragement over children who have not yet become Christians? Does this show up in your prayers?

4. Do you know of anyone who heard the gospel as a child and many years later came to faith?

Lesson #13: Think outside of the boxed curriculum box.

Curriculum (almost) always needs customizing. It is but a set of tools, sitting in a toolbox, ready to be picked and worked with. Curriculum is a starting point, not a final product! It needs to be molded to fit your children, your teaching style and your teaching situation. The curriculum that you just purchased or downloaded needs a carpenter to really become useful... and that carpenter is YOU! It takes time, knowledge of your situation, and a bit of trial and error to make something that works well. Treat curriculum with the limitations it has and you will be on your way to building something beautiful with it. If you are looking for the perfect straight-out-of-thebox resource for your church, I doubt you will find it. I created the Praise Factory family of curriculums for use at our church, CHBC, and they STILL have to make changes and customize even more to fit our children, teachers, classrooms and parents!

Here are some steps that can help you customize a curriculum to best fit your ministry setting:

Step #1: Know Yourself (Your Church, Your Teachers, Your Families, etc.)

Think about your teachers' experience and teaching styles. Make sure you know the church leaders' vision for what they want the children to learn. Think about how much teaching time the teachers have each week; the pros and cons of their teaching environment; and, what teaching formats and activities best lend themselves to these parameters. Develop a good understanding of the families/children your are serving: their needs and abilities. How can you best support them, given what you know of them?

You may want to use the "Children's Ministry Questionnaire," found in Section 2 of this book. It has been created to help you get a good picture of your ministry setting and the families you are wanting to support. Discuss your answers as a group with your church leaders/children's ministry team. Ask God to give you a clear picture of where your church is and what He wants you to teach the children. The more you can understand about who you are wanting to teach, the better you will be able to customize the curriculum to reach that goal.

Step #2: Know the Curriculum

Read through a sample of the curriculum and any introductory materials a few times. Talk to someone who has used it already or observe it being taught. Get a good sense of what resources the curriculum includes and how they are used.

Step #3: Choose Your Resources

Now comes the "tools in the toolbox" part of your work. Review your answers to the questionnaire. Think about how to shape the curriculum resources to best fit your situation and your children. Is your session shorter than the time allotted in the lesson plan? Then take a highlighter and cut out elements. It is longer than the time alloted in the lesson plan? Think of what kind of resources you might be able to add to the curriculum to extend it. Are you using it for a VBS or another ministry setting different from the one it was originally intended for? Then you may need to re-group the resources into a rotation of activities. etc.

Step #4: Prepare Your First Session

Choose a sample session of the curriculum and prepare any Bible study, visuals, crafts, games or other resources you would need to teach your typical class. Notice how much time it takes to prepare these things. Are the instructions easy to follow? Are the resources required reasonable in price? Is the prep a do-able amount for your teachers? Do the activities seem to be a good fit for your teachers and kids? Do the activities seem like fluff or do they help reinforce the key teaching points?

Step #5: Make a Maiden Voyage

Try out your customized version of the curriculum on the kids. Our favorite way to try out a new curriculum is with a pair of very experienced teachers and a smaller group of children, when there is an opportunity to do so. This gives the curriculum its best test-run. Ideally, you want to give any curriculum a few sessions trial period. New curriculum is new curriculum. Teachers will be getting used to it as will the kids. The lesson plans for all three of the Praise Factory curriculum follow the same order, session after session. As this routine kicks in, it provides a structure helpful to teachers and children. But of course, it takes a number of sessions for the routine to become routine.

Step #6: Evaluate and Make Adjustments

As you test-run the curriculum, you will probably want to evaluate and make changes. Perhaps some activities typically take longer than anticipated. Perhaps your children would do better by switching the order suggested in the lesson plan.

Step #7: Train Others

Once you feel that you have adjusted the curriculum to a good fit for teacher and children, begin to teach others how to teach it, too. Ideally, this starts as a mentoring experience, with the teachers who have been teaching during the trial period lead the children and the new teachers observe. Gradually, you can hand over teaching to the new teachers, with you observing/aiding them. Do your volunteers a huge favor and always be looking for new help. Even the most eager teacher who gets no break will burn out. Many hands make light work...and work that keeps on working!

See Section 3: Eleven Steps for Making a Curriculum Custom Fit for even more information on this topic.

Lesson #13: Questions for You in Your Ministry Setting:

1. What are key factors about your teachers, parents, children, ministry setting and facilities that will affect what curriculum you use and how you use it?

2. Given what you have learned about your families and ministry setting, what characteristics are top priority for choosing and shaping a curriculum to best fit?

3. What kind of preparation work do you think your teachers should be expected to do? How much time do you think they will most likely commit/need to commit to prepare well for their class time?

4. Is there any of the preparation that can be done by someone on the children's ministry team (or other volunteer) besides teachers that would help make the teachers' load easier?

5. What are the greatest difficulties and greatest advantages to the curriculum you are trying out? Are any of them because the curriculum is new to teachers and children? How could you "fix" any of the persistent problems?

6. What would be the best way to introduce and train new teachers to use the new curriculum?

Lesson #14: Two Dead Men and a Diamond

As we develop or purchase curriculum the first three, key questions we ask are:

- 1. Is it sound theologically? Is it God-centered?
- 2. Is it developmentally appropriate for the children?
- 3. Does it reinforce key truths about God in different ways?

These questions are summarized by "Two Dead Men and a Diamond"

Dead Man #1: Martin Luther

Luther spoke of theology—the study of God—as not just dry, heady stuff, but how you live and how you die. Children want to learn real, solid truths about God because He created them to know Him. They want to know about the world, God and His great plans for the world and their lives. Teaching biblical truth is how they can know these things.

Dead Man #2: John Bunyan

Bunyan spoke of reaching people through the gates to their heart. We want to use every gate we can to reach the children. The eye gate, the ear gate, the hand gate, the feet gate, even the stomach gate. The more gates used, the better the chance for the learning time to be enjoyable, understandable and memorable.

A Diamond

The great Puritan preachers meditated upon a single truth from many different facets, seeking to expand their knowledge of God and the implications and applications of this knowledge to their lives. We strive to lead children in thinking upon God in ways that might expand their own understanding of Him, and help them see implications and applications of this knowledge to their lives. We find that curriculum which reinforces the same biblical truths in different ways and at different levels helps to achieve this goal.

See all nine of the questions we ask ourselves as we choose or create new curriculum in Appendix H.

Lesson #14: Questions for You in Your Ministry Setting:

1. What deep truths about God would you most want the children to learn?

2. What "gates" to the heart do your teachers/curriculum use? What gates might you add to these? Are there any gates that are consistently more effective with your children? Why do you think this is the case? Do most teachers realize which gates are most effective or is it just a few teachers? How could you write in these gates into the curriculum if they are not suggested?

3. How can you help the teachers think about these gates to the heart and develop their use with the curriculum you are using?

4. Does your curriculum provide opportunities for ideas to be reinforced or does it just "move on" to the next truth the next session? How could you provide repetition to help the children truly remember and understand each concept, yet keep the learning fresh?

Lesson #15: The remarkable results of repeating.

While it might sound boring to revisit the same Bible truth, verse and story, we have found that repetition allows children to actually understand and remember the truths we are teaching them.

Repetition can take come in a number of forms:

#1 Repeating a truth in different ways within the same lesson:

Such as teaching a truth, then singing a song about it, doing a craft that illustrates it or playing a game that includes questions that review the truth. Using different activities to repeat the same truth keep the learning fresh.

#2 Repeating a truth over multiple sessions:

Most curriculums take the take the one-new-concept-every-lesson approach, but we have found that if we repeat a truth over multiple sessions, the children are actually far more likely to remember it. Of course, this is exactly what is going on in their schoolrooms each week. No teacher would teach multiplication tables one day and assume the children have learned it. And don't most preschoolers drive their parents crazy by asking them to read the same story over and over and over again? There is a world of different between introducing a new concept and understanding it and retaining it.

#3 Repeating a truth at home:

By sending home a take home sheet of the truths or even copies of the story the children are learning in class, you provide an opportunity for them to be repeated and learned more deeply in families.

The Praise Factory curriculums repeat truths and even Bible stories for multiple lessons. Hide 'n' Seek Kids--for the youngest children-- provides five lessons on the same Bible truth, Bible verse and Bible story. Deep Down Detectives --for older preschoolers and early elementary--provides three lessons on the same Bible truth, verse and story. PFI--for elementary age children-- provides three lessons on the same Bible truth and verse, though it uses a different story for each of the three lessons. By using new activities each session, the children get the variety they also enjoy, while getting enough time to grasp the truths being taught. Take home sheets of the key concepts and even the stories are available to send home for the families to continue to learn from.

Lesson #15: Questions for You in Your Ministry Setting:

1. Do your children retain the truths you are trying to teach them?

2. Does the curriculum you use include repetition? How?

3. Are there ways more repetition might help your children better learn and remember the truths you want them to know? What would those be?

4. Does your curriculum provide take-home sheets? If not, how difficult would it be to create them from your resources?

Lesson #16: Think like a missionary!

Missionaries know that if they are to effectively share the gospel with people from another country, they will have to think cross-culturally. They spend time learning the language and the culture of the people they want to reach. They study the people they want to reach, trying to figure out how best to translate Biblical truths into understandable concepts. They look at themselves as communicators, the message they want to communicate, and the people they want to receive it and understand it. They know that all three parts of this chain need to be in place for them to make a connection.

This same cross-cultural way of thinking is very helpful when we want to communicate Biblical truths to children, too. Thinking about what we are like as teachers; understanding the message we want to communicate; taking time to understand what the children we teach are like and how they think, can help us to not just speak these truths to them, but help them understand them. Being aware of the developmental norms for a group of children can help us to give them activities that they enjoy and are suitable for their age.

You can find many great resources for what behavior and abilities to expect in preschoolers and elementary school children. Appendix G and H, in the back of this book, include two articles we created that give a development snapshot of two through five year olds, as well as behavior to expect of these preschool age children as well as elementary school age children. This kind of information is important for curriculum developers as well as teachers to be familiar with and use as they work with the children.

Lesson #16: Questions for You in Your Ministry Setting:

1. What are the characteristics and developmental abilities of the children you are trying to reach?

2. What are some ways that the children you teach are different from you in their ability to think and understand?

3. What are some ways that the children you teach are different from you in activities that help them learn?

4. How do these differences in characteristics/developmental abilities affect how you present truth in an understandable way to the children?

5. What has helped you in getting a grasp of the differences and even barriers to communicating with the children in your class?

Lesson #17: Oh, I know that old story...or do I?" Fight Bible boredom in well-taught children.

How many times have you seen it? That glazed look or know-it-all expression; that groan or sigh that comes when you introduce the story of Daniel in the lion's den to a 3rd grader who has heard it from the time he was a twoyear-old. I've seen it frequently. To make matters, worse, many times curriculum love to recycle the same Bible stories, year after year, creating a situation in which de-sensitization, not deeper appreciation, seems to be the outcome.

When you are faced with this situation, here are four things to consider doing:

#1 Dig in deeper yourself! Get a commentary, word-studies book, or a Bible backgrounds book on your passage; listen to a sermon; talk to a pastor; or, look online (be careful you find a reputable source!) Usually there are many interesting details you can add (about the city, the people, the word choices, etc.) that bring depth and life to a story that they have heard before.

#2 Sometimes use the Hebrew/Greek root name of the familiar people involved so the children won't hear the name and tune out immediately. For instance, lobi is the Hebrew word for Job. Substitute lobi and tell the story. It will let the children hear the story with new ears.

#3 Split the children into two groups, asking each group to write down the story, the best they can remember. Then read the story to them and give them another chance to modify their story to come closer to the real text. Read both teams' versions and decide who came closest to the actual text. Then, continue your class session with a discussion of the Bible truths and applications.

#4 Change how you present the story. For example, with the story of Esther, instead of reading and telling it at the beginning, make a set of props of key elements from the story and ask the kids to guess what story they come from. After they identify the story, have the children tell what each of the props had to do with the story. Ask them questions to help the kids tell the significance of each prop and a deeper, spiritual application. For example, if the king's scepter was one of the props, you could ask them to identify it as the scepter that the king had to hold out to accept someone who entered his throne room with asking. When you ask them the significance of this in the story, they could tell you that Esther asked Mordecai and the Jewish people to pray for the Lord to work in the king's heart so that when she went to see the king without asking, he would treat her favorably. The application questions that go with the scepter could be: Why did Esther ask the people to pray? What does this tell you about who Esther knew was even more powerful than the king? What should we do when we are faced with a seemingly impossible situation, against an enemy that seems to be too big for us? etc.

Lesson #17: Questions for You in Your Ministry Setting:

1. Do you have many children who have been well-taught? How often do you run into a bored attitude from children like these? What age does this boredom start to appear?

2. What have you done to help fight Bible boredom?

Lesson #18: Change your activities from time-fillers to conduits of truth.

Conduits of Truth

Praise God, there is a lot of curriculum on the market now that seeks to teach Biblical truths to children in an understandable, enjoyable and memorable way! However, we have found, especially in the response activity area, that you need to look closely to see if the activities actually help the children retain the key, biblical truths of the lesson we most want them to remember.

So, when we create or look at a curriculum, we are not only looking for enjoyable, age-appropriate activities, but at whether these activities are filled with truth or whether they just fill the time. Those which are filled with truth are what we call "conduits of truth." A conduit of truth activity is one that uses the enjoyable-ness of the activity to fill the children with the important truths of your lesson.

For example, if the lesson was on Noah's Ark and the children were asked to pair up and mimic animals entering the ark, the children may have a great time, but only go home making elephant noises. This game would not be a conduit of truth. But, if the children were asked to pair up and mimic animals entering the ark, but asked to freeze each time you blow a whistle, then you ask them a question related to the day's story for them to answer, then you have made the same game into a conduit of truth. You are using the enjoyable-ness of the activity to provide an opportunity to reinforce the biblical truths you want them to understand and remember.

Lesson #18: Questions for You in Your Ministry Setting:

- 1. What kinds of activities does your curriculum typically use?
- 2. Do the children enjoy them?
- 3. Do the children learn from them?
- 4. If they enjoy them, but do not learn from them, how could you change them to make them conduits of truth?

Lesson #19: Pray Bible-based, life-expanding ACTS prayers.

Using the ACTS structure for prayers has been one of the most surprisingly, remarkably effective tools we have encountered in teaching children to look at the Bible and learn more about who God is, who they are, themselves as sinners; Christ's work for sinners; and, how God wants us to live. And not only to help the children do this in class, but actually take this skill home and keep on using it.

ACTS is an acronym that stands for the four, basic ways we talk to God:

- Adoration (praising God for who He is)
- Confession (telling God about our sins and asking His forgiveness)
- Thanksgiving (thanking God for His many good gifts--especially those He's giving us through Christ)
- Supplication (asking God for what we need to live the way He wants us to live and to see His kingdom come)

We include an ACTS prayer with every Bible truth in all the curriculum we use, starting even with our two-yearolds. As the children get older, we continue to include the ACTS prayer, but we ask them to help think of an A, C, T, S from the Bible truth. This helps develop an ability to ask good questions about any Bible truth or Bible text. And, not just in any way...but in four, very important ways: Who is God? Who am I? Why do I need a Savior? What has God done, especially through Jesus that I am thankful for? And, how does God want me to live?

The ACTS format makes for an easy, ready-on-the-spot, spiritually-rich, thought-provoking devotion for families, too. Really, you can read any passage and ask these four questions and glean a lot of truth and good application from it.

Of course, the problem with introducing a structure to prayer is if the structure becomes a "must" instead of an "aid." To help avoid this mindset, we also make sure to pray with the children in ways that are not structured like this, to help them understand that prayer is talking to God and He does not require a certain format to listen and answer!

Lesson #19: Questions for You in Your Ministry Setting:

1. When do you pray with the children in your ministry setting?

- 2. Have you ever used the ACTS prayer format with them?
- 3. How could you introduce children and families to this prayer tool?
- 4. What cautions would you give to them about over-use of this tool?

Lesson #20: Don't throw out the baby with the bathwater! Be a pirate!

A little bit of pirate-ing from other sources can go a long way in "fixing" a curriculum's weaknesses. Few, if any, curriculums will have everything you want, just the way you want it. One curriculum might have fun activities, but they are fluffy, time-fillers. Another one may have outstanding teaching, but many workbook/seat-work activity... and you have a bunch of wiggle monkeys! Yet another may have great teaching and good activities, just not enough. A fourth might have great activities, but the truths presented are very shallow or moralistic. Is there any way to use curriculums like these?

Many times, yes! Here are some suggested fixes for different problems?

1. Not theologically sound.

Re-write, if possible. Sometimes, a curriculum is just too off-base to work with, though.

2. No regular presentation of the gospel.

Include a copy of the gospel, appropriate for the children's age group in the teacher's binder and/or add it to the lesson plan.

3. Too much seat-work.

Add games such as the Praise Factory games (see Appendices K,L, and M) along with your own discussion questions to be used with the games to combine movement with reinforcement of the truths learned. Save the seat-work for a take-home sheet or for the opening minutes of the next Sunday's session as children are arriving into class. A great way to reinforce truths from the previous week!

4. Don't like the order in the lesson plan.

Switch it around!

5. No parent hand outs for review and discussion at home.

Save some of the seat-work and give it out as a take home instead. Type up the Bible passage used and a few discussion questions for the parents to use with their children to review at home. Or, give them a memory verse to learn. Or, give them a coloring sheet and type the Bible passage and discussion questions on the back for the children to take home.

6. The curriculum presumes too much reading or writing ability.

Teacher reads passages instead of the students. Teacher takes the questions from a written assignment and uses them in a game, instead. (See praise factory games.)

7. Not enough activities.

Add crafts, music or games from other sources, along with your own discussion questions, to combine movement with reinforcement of the truths learned.

Two particular good resources for adding extra games: <u>Great Games for Preschoolers</u> and <u>Great Games for</u> <u>Elementary School Children</u> are two resources available through www.praisefactory.org. They each contain dozens of games that can be used in any Bible story or with any Bible verse. They are also included in Appendices L and M in the back of this book. Appendix K in the back of this book includes tips for pirating the Praise Factory resources for use in other curriculum.

Lesson #20: Questions for You in Your Ministry Setting:

1. What do you like about your current curriculum?

- 2. Are there any areas that need "fixing"? What are they?
- 3. How could you keep what you like and fix what you don't like?

Lesson #21: Skip the chaos! Plan your transitions between activities.

Last time I checked, kids are not mind readers. Furthermore, if given the chance, they will do things in a way you didn't expect, and often times, in a way that is disruptive to the learning environment. So, help them by telling them what you want them to do before they do it. A great example is transition from one activity to another within the class. For example, say they have been sitting in chairs listening to a story and next they will be going over to tables to do a craft activity. Before they move, tell them where you want them to go, how you want them to go there and what you want them to do (or not do) when they get there. You might say, "Class, next we are going to do a craft activity over at the tables. When I tell you to get up, I want you to quietly walk over to the tables and sit down. Please do not touch any of the coloring supplies. When everyone is settled, I will tell you what to do next." These instructions make it clear what the children should do and make it clear what mis-behavior is. It won't take care of all your problems, but it will certainly help some of them.

Appendices I and J, at the back of this book, include two articles that help teachers manage transitions and many other common classroom scenarios.

Lesson #21: Questions for You in Your Ministry Setting:

1. When are your children most likely to misbehave in class? Are they predictable? Are they a pattern? Do you set clear expectations during these times before they happen? How do you respond to them?

2. Does the children's behavior vary depending on the training of the teacher in charge? What is the difference between how the best teacher manages the class and how the worst teachers manage it? How could you teach the worst teachers these techniques or establish the best teacher's strategies as regular rules or write them into the curriculum you use?

3. What are the transition points in your curriculum? What could you do to help the children make these transitions more smoothly? How could you introduce these ideas to your teachers?

Lesson #22: Skip the chaos! Teach with a predictable schedule.

A predictable schedule is like an extra helper that is always present in your classroom.

Kids love doing and seeing new things, but they thrive in predictability. Why not give them both? Create a regular structure for your classes that both teachers and kids come to expect. Fill that structure with rich learning experiences that bring the truths you are teaching to life. And, you will find that even when a different teacher teaches, the familiar structure helps create continuity that in turn helps create a great learning environment.

Lesson #22: Questions for You in Your Ministry Setting:

- 1. What is the session time like for your ministry setting?
- 2. Is there a regular order to what activities happen when?
- 3. If there is not, what benefit might there be to creating one?
- 4. If you do try to create one, what order would be most helpful?
- 5. Have you observed a certain order being better with the children? Why was that better?
- 6. Have you observed a certain order being worse with the children? Why was it worse?

7. If you use a rotation of teachers to teach the children, does everyone use the same schedule? How does this make teaching more difficult? How could you systematize the schedule from teacher to teacher?

Lesson #23: The Triple Crown of Teaching

The Triple Crown is considered by many to be the greatest accomplishment in thoroughbred racing. And rightly so, only twelve horses in the last one-hundred years have been able to do it. It takes pedigree, training and versatility...not to mention being at the right place, in the right weather, at the right time, experts say. It is a summary of greatness as the same horse, in the same year, wins the Kentucky Derby, then the Preakness, and finally, the Belmont Stakes.

I think there's a Triple Crown of teaching, too--a summary of great teaching. I'm putting this lesson at the end of the curriculum and teaching section because of that. And the good news it, this Triple Crown is fair more attainable; you can try for it every time you teach; and there's no horse to clean up after (though probably quite a few children).

Here's my Triple Crown:

Crown #1: Teaching that is Faithfully Understandable

Here is my Kentucky Derby: the sort of first race of the Triple Crown. This is teaching that is true to the God's Word. And, that is presented in a way that the children can grasp. You won't even get out of the starting gate if you leave God's Word behind. We have to make sure we aren't just teaching moralism or what we would like the Bible to say. The children (like us) need the gospel if they are to be saved. That means teaching them about the Great and Good God who created them and is king over them and is worthy of all their worship. That means understanding they are sinners who rebel against this Great and Good King and face His eternal judgment. That means knowing about Jesus, the Son of God, the perfect Savior who came to pay for the sins of all who turn from their sins and trust in as their Savior. Who died on the cross and who rose from the dead in victory on the third day. And this means, hearing the call to repent of their sins and trust in Jesus, themselves. And, as they do so, to live the rest of their lives, not their own way, but God's way and with His help. Yes, we must be faithful to teach all of this, displayed through every page of the Bible.

But to be faithful AND to present it in a (usually simplified) way that children can understand is the half to this challenge. It is something that takes prayer, and practice...and some training certainly does not hurt! Like Lesson #16 reminded us, we might know truth, but we have to think about who we are telling it to, if we want them to know it, too. Children, especially preschoolers and younger elementary-aged children, don't understand abstract ideas like we do. They are very concrete thinkers. That makes some ideas tricky to get across to them. Appendix G and H, mentioned in Lesson #16, can be helpful in reminding us how these little children think.

Crown #2: Teaching that is Enjoyably Rich

Winning the Kentucky Derby is just the first trophy need. Next comes the Preakness: teaching in a way that the children enjoy, yet is deeply rich with Biblical truth. "Enjoyable" is usually not so hard to come by. Most every curriculum has it. Most every teacher can figure that out (even just bring cupcakes to class and see if that doesn't up the enjoyable factor!). But enjoyable that is rich in truth take a bit more forethought. It means thinking about what those children enjoy doing AND what you want them to do and marrying them right there in your classroom. These are the "Conduits of Truth" from Lesson #18. Don't settle with being everyone's favorite teacher because you are fun or funny! Use all that is enjoyable in you and all that the kids enjoy to display truth and bring them back to it again and again.

And that thought, of course, brings us to the crunch race, the Belmont Stakes:

Crown #3: Teaching that is Deeply Rememberable

We cannot be the Holy Spirit. We cannot save the children we teach. But, by God's grace, we can leave a testimony and a trail in their hearts. The testimony of the truths of God's Word. The testimony of His work in the lives of person after person after person through every page of the Bible. And, the testimony of His work in our lives, who He is living in right before them, right now. And the trail of how to come, find and know this great God through faith in Christ.

25 Lessons I've Learned from Children's Ministry at CHBC

We want to teach children truths today in a way that it might stay in their minds the rest of their lives. Who knows what day is the day of salvation for any child in our class? How wonderful to think God can use us to plant seeds ready to spring up into salvation, in His perfect timing!

How do we do this? Well, like the Triple Crown, you won't get to the Belmont Stakes and get to try for the Triple Crown if you didn't first win the Kentucky Derby and the Preakness first. So, you need to strive to teach in an understandable way. (You cannot believe that which you do not understand). And, when you use enjoyable activities to help reinforce those truths they are learning, that repetition will help cement the ideas in place. And lastly, you need to keep on persevering in these things and in prayer.

By the time those three-year-old thoroughbreds get to the Belmont Stakes, tiredness is becoming a factor. Athletes train to peak for the "big race." These horses have to train to peak for three big races that take place over six weeks. So with us, perhaps we can pull off these wonderful, enthusiastic ideals for one or two sessions, but what do we do to stay the course to the end? It is by God's grace! So we must pray for ourselves and pray for the children. Ask God to help you to be faithful week after week you teach. Ask Him to help you better understand the children and better understand His truth..and how to make a connection. Ask Him, by His Holy Spirit, to be making that connection, even when you are not sure that you know how to. Ask Him to show you how to make good conduits of truth with enjoyable activities. Ask Him to use your time with the children to plant many seeds...and plant them deep and securely. Ask Him to bring them to life.

There's a wonderful way this analogy breaks down. Any horse that attempts the Triple Crown and fails is forgotten. But with our Triple Crown of teaching, we know that God is Himself at work in us to will and to act according to His good purposes. We know that He has given us good works He prepared for us in advance...even teaching these children. We know that He can do imaginably more than we can think or ask for the glory of His name. We know that all things work for the good for those who love God and are called according to His purposes. We know that all our righteousness is as filthy rags. Our work with the children may never reach full Triple Crown proportions... or at least not every week. But God is faithful and He is at work! Yes, we should continue to strive for the prize, but we can be confident that because of who God is, He will use even our most feeble attempts to do great things, for His glory, for our good and for the good of the children we teach! Press on!

Lesson #23: Questions for You in Your Ministry Setting:

1. Do your parents/teachers have a good understanding of the Bible truths they are called to teach to the children? If not, how could they learn them better? How could you help them?

2. Do your parents/teachers feel confident in conveying Bible truths in a way that is understandable to their children? Are there resources that could help them grow in this skill? How could your curriculum help your teachers improve in this?

3. Are there key, Biblical truths that you, your teachers or your curriculum avoid? If so, why? What benefit would it be to include them? What harm does it do to leave them out? How can you add them into the curriculum in a way that is appropriate for the children?

4. What do your children enjoy doing?

5. Do the teachers know what the children they teach enjoy doing? How does know this/would knowing this help them teach the children better?

6. How could you use the things the children enjoy doing to help reinforce the truths you teach?

7. Does the curriculum you use incorporate the enjoyable things the children do? Does it do it in a way that is only enjoyable, or that makes it a conduit of truth?

8. What helps you to persevere in your work in children's ministry?

9. What is hardest for you to keep persevering in doing in children's ministry? What about your volunteers, in general?

10. How does your curriculum help you persevere?

11. How do the church leaders help you persevere?

12. How has God been faithful to answer your prayers for perseverance?

13. How likely are you /your teachers to pray for the children's families and teachers during the week?

14. How has God been faithful to answer your prayers for the families? teachers?

Lesson #24: A few, good men are hard to come by... ...but they go a long way!

Most Children's Ministry programs have a high percentage of women volunteers and a low percentage of men volunteers. God uses women to do wonderful things in Children's Ministry.. at least I hope so, because, of course, I'm a woman!

But... there is something very special that happens when men help in Children's Ministry. We have seen it over and over again. Perhaps it's seeing them tenderly care for the children. Perhaps it's the authority and leadership their presence brings to the classroom. Perhaps it's because there tends to be less of them volunteering. Perhaps it's that extra reflection of the loving Heavenly Father that a godly man can give. I can't say I have anything really solid to go on here, but I know it's true.

Not only is it good for the children in the classroom, but it's great for the men, too. We have found that Children's Ministry is a wonderful place for men to develop their teaching skills (and maybe one day become a small group leader or even a pastor). We have seen man after man grow in his teaching ability with the children and before long, be asked to teach the adults in some capacity. And, it is great for men who hope to be fathers one day or who are fathers already and who want to grow in their understanding of children of various ages. It's even been good for men looking to find a wife (Yep! Many a dating relationship, then marriage has had its first spark as teachers teach together.). And lastly, we have seen men grow in their own relationship with God as His child, as they work with the children. It has grown their understanding of what it means to be a child: their needs, the way they think; and their dependence upon others to take care of them.

How do you get men to serve? Here's a few ways we do it:

- The pastors preach and encourage it from the pulpit.
- The church leader who oversees Children's Ministry (the pastor of families, in our case) calls men and asks them to serve.
- We use men in our Children's Ministry leadership—specifically, the deacon of Children's Ministry. We make sure that he is a godly, SINGLE (yes, single) male—and usually we choose a men who is fairly clueless, but very willing to learn, about Children's Ministry when he starts. As he serves the Children's Ministry every week, other men—even those hard to get single men—see him serve and are much more willing to serve themselves. He has been effective in getting men volunteers than the women on our team. And, because he, himself, comes to serve in Children's Ministry with little or no experience and survives...even thrives, he can make a powerful case to other single men to do the same.
- We provide mentoring situations so that they know will have help learning what to do.
- We provide novice-level, short term volunteer opportunities so they can dip their toe in the water and try it out, instead of throwing them in the deep end and refusing to give them a helping hand out for a whole Sunday School year.

Lesson #24: Questions for You in Your Ministry Setting:

1. Do you have difficulty getting men to serve in your ministry setting? Why?

2. Have you asked (many) men why they don't serve?

3. What could you do to get rid of any of your men's barriers to serving?

4. What do/what could your church leaders do to encourage men to serve in Children's Ministry?

5. Do you have any men who do serve who could share with the congregation and encourage other men to serve, too?

6. What fruit have you seen from men serving in Children's Ministry... in the children's lives? in men's lives? in families' lives?

Lesson #25: Care well for your teachers and they will come back.

Teaching is a big responsibility and often a tiring one. Many teachers burn out from frustration or lack of support. We try to train our teachers so they will be well prepared. And, we try not to overtax them by asking for a commitment from them that is greater than is reasonable or spiritually good for them. Here are ways we try to care for our teachers...and it helps them be ready to come back again and again.

#1 We Mentor Our Teachers

We try to mentor all new teachers, so that they see a teaching model before they start teaching themselves. This gives us a chance to observe their teaching before they teach to see if they are suited to teach. And, it allows them to try out teaching before committing to a class. As new teachers watch more experienced teachers, they can become familiarized with the curriculum and with effective teaching skills. This brings both greater continuity to the classroom and greater success among new teachers, which in turn helps our children learn.

#2 We Model Teach for Our Teachers

At least once a year, we model-teach in each classroom. We walk the teachers through lesson preparation before class, then have them watch us teach the lesson. Afterwards, we talk about what went well and what could have gone better. This give-and-take of loving criticism fosters an atmosphere of humility and teachability as well as helps us become better teachers. As teachers (and perhaps even more importantly as fellow believers in community together), we think it is important to model soliciting, giving and receiving this kind of healthy criticism. How will we grow if we are not willing to ask others to help us see not only areas in which we do well, but also those in which we need to grow?

#3 We Observe and Encourage Our Teachers

We try to observe teachers at least once a year. The point is not to be the perfection police, but to encourage them. Yes, often this also provides opportunites to give helpful feedback that will make for a better teaching and learning experience. If it causes too much anxiety in the teachers to be observed, we resort back to model teaching.

#4 We Teach Classroom Management Skills As Well As Provide Teacher-friendly Curriculum

We try to carefully choose materials that will help our volunteer teachers understand what to teach and how best to teach it. We also give our teachers tips on how to manage children's behavior in ways that help everyone learn and foster respect for the teacher and for the other students.

#5 We Have Our Teachers Teach in Teams Bigger than They Need

We form teams of teachers that partner together/switch off teaching a particular class of children. A typical team of Sunday School teachers at CHBC commits to one year of teaching. But because they are part of a team of four teachers, with only two teaching any week, they are really teaching twenty-six Sundays rather than all fifty-two Sundays of the year. This allows for teachers to teach a full year without getting burned out and provides built-in substitutes. In our other classroom settings, we have 2 to 6 teachers teaching at a time (depending on class sizes and ages of children). This also allows less experienced teachers to partner and learn from more experienced teachers, making hands-on teacher training a regular part of the classroom experience. It also creates the opportunity for teaching responsibilities within the classroom to rotate from week to week.

#6 We Train Our Teachers

Once a year, we hold training sessions for particular groups of teachers, such as preschool teachers, or elementary school teachers. We also have coordinators who oversee the large number of volunteer teachers who teach in the Praise Factory preschool and elementary school classes. A coordinator helps train new teachers for two, non-consecutive months a year (non-consecutive so that they do not get burned out, themselves!). They also help other teachers prepare and often team teach with them these months. The encouragement, advice and model-teaching of these coordinators often makes the difference in everyone's experience in the classroom. And, often makes the difference in whether a new teacher signs up for other teaching opportunity! Coordinators like these are simply invaluable!

25 Lessons I've Learned from Children's Ministry at CHBC #7 We Give Our Teachers Deacon Support

Each Sunday, our Deacon of Children's Ministry faithfully checks in with our Sunday School teachers and Praise Factory teachers (both preschool and elementary classes). He is on hand to find any needed supplies, extra volunteers or other help a teacher might need. He keeps an eye out for issues that would be important for the rest of the Children's Ministry team to know about, usually communicating these through a weekly e-mail. A deacon volunteers for three years. This long term commitment allows the deacon to gain quite a bit of institutional knowledge as well as becomes a familiar, reliable face to teachers and parents.

#8 We Limit Our Teachers

Out of spiritual care for the teachers, the elders have set limits on how much any one member can spend teaching the children.

First of all, any volunteer who works directly with children must have been in membership for 6 months. This is so they are well-fed, well-adjusted, and well-known before serving. Their spiritual health is a priority.

For approved, child-care volunteers who have been members at least six months:

Childcare teachers:	Volunteer 1 Sunday a month
Sunday School teachers:	Volunteer 1 year at a time, on a team of 4 to allow for substitutes
Worship Service teachers:	Volunteer for 2 nonconsecutive* months a year
Hall monitors:	Volunteer 1 Sunday a month
Children's Ministry Deacon:	Volunteer for 3 years

See more information about these positions and the limits in Appendix B.

#9 We Are Willing to Shut Down Programs or Change Age Limits on Them to Protect Our Teachers

Because we have only one Sunday morning service and one Sunday evening service, the elders are especially careful about how much time members spend away from regular preaching. If we have a consistent, month after month, lack of volunteers, our elders may suggest that we shut down a particular program or change the age limits (such as changing a program for K-4th graders to K-3rd graders, making less volunteers needed to teach the class) for a time.

They have decided that this action is best for the spiritual welfare of the teachers, who too many times are asked to miss yet another service just to keep a program going--to their own spiritual detriment. We want to support our parents, but not at the expense of over-taxing and under-feeding of the rest of the body. Our elders have developed an order of priority of programs, making child care for infants and toddlers during the two Sunday morning and evening services the top priority.

Lesson #25: Questions for You in Your Ministry Setting:

1. What programs does your church/ministry setting have for children?

2. How many teachers are required to teach each session?

3. How do you support your teachers? Mentoring? Modeling? Observing? Training? Teams of teachers? Deacon support? Limit the time they serve? other? What works best? What else would you like to do?

4. What are the typical problems your teachers run into in their classes? How could they be helped with those?

5. Do you have much teacher burn-out? How do you group your teachers to teach? Do you build in a way for them to have a break?

6. How do you get substitutes for your teachers? Do they find them or do you?

7. Do you frequently run short on the number of teachers you need?

8. Do you frequently depend upon a small group of teachers to teach over and over again without giving them a break?

9. Do you have teachers who are not getting an opportunity to be well-fed themselves?

10. If you were to shut down or limit a program/s to better serve your volunteers, which one/s would they be? Why? What programs are most crucial to serve the families in your ministry setting?

Section 2

The Children's Ministry Questionnaire

about this questionnaire

This questionnaire is a gleaning from questions included in previous section: <u>Twenty-Five Lessons Learned in</u> <u>Children's Ministry at CHBC</u>. They are the ones we most frequently ask people when they are thinking through customizing a curriculum to fit their situation. Ideally, each member of your Children's Ministry team/church leadership would answer these questions individually first, then meet together to discuss them. We hope they provide you with solid insight that will help you in choosing and customizing whatever curriculum you are considering.

The questions are grouped into eight categories:

- Ministry Foundations
- Children
- Classroom
- Teachers
- Facilities and Resources
- Parents
- In the Worship Service
- New Curriculum
- Ministry Reflections

A Word of Caution:

This questionnaire is like going to the doctor for your annual physical. You go because you want to get a complete picture of your health, even if it means that you see some things you don't like. Chances are you are about to see some things you really like and some things that you don't like. That will always be true, this side of heaven. **That is why at the bottom of each page we have included two questions:** "**What can I thank God for? What can I Ask God to help us do?**" These are reminders that God has been good and used us--even us--to bless others. And, that with His help, we can become an even greater blessing to them.

Use the findings from this questionnaire to thank God for what He has done. Use them as points of prayer. And, use them to humbly, with God's help, one step at a time, to work towards even better service to the families and to the Lord.

The Children's Ministry Questionnaire

MINISTRY FOUNDATIONS:

1. What is your setting for teaching kids? (VBS, AWANAS, after school program, school, Sunday School, Children's Church; Church evening program, outreach to non-Christians, English as a second language group.

2. Do you have a statement of faith that provides a foundation for the truths you believe and teach? If not, what are the Biblical truths that under-gird your ministry?

3. Do you have a mission statement for what you hope to do within this ministry? If not, what would it be?

4. Who provides leadership over your Children's Ministry? Have the church leaders provided guidance as to what they want the children to learn?

5. What staff support (paid or volunteer) does your Children's Ministry have? What do they do?

6. Do you have a child protection policy? Is it enforced? How do you screen prospective teachers?

Highlights from this page:

What can I thank God for in what He's done already?

8. Describe, in general, the children who come/you hope will participate in this program and their parents. Are they well-taught or have they never heard the gospel... or something in between?

9. What are the children like, developmentally/academically? How well can they read or write? Do they tend to like seat work or are they active? Are there children who have needs that will need special assistance? What kind?

10. Do the same children attend regularly or do you have many one-off attendees? If many one-off attendees, why?

CLASSROOM:

11. When do/you will you meet with the children (day of week, time of day, etc)? How long is your teaching period?

12. How do you split up the children in their classes? Do you combine children with very different development abilities (such as pre-schoolers and elementary age kids/ readers and pre-readers) into the same class? What are those different abilities you are trying to accommodate? What has worked well?

Highlights from this page:

What can I thank God for in what He's done already?

The Children's Ministry Questionnaire

13. How likely are behavior problems to seriously disrupt the class time? What types? Do your teachers feel confident and well-equipped to meet these problems? What has been done to improve the issues or to help the teachers?

14. What kind of schooling do these children receive (public, private, home-school; Christian/secular)? Has this affected how/when/what you teach the children? In what ways?

15. Do the children understand what they as they learn in class? Do they enjoy what they do in class? Do they remember what they've learned?

TEACHERS:

16. Describe your teachers: (younger/older; enthusiastic/worn-out; spiritually mature/immature; dependable/ unreliable; experienced/inexperienced, show up late/early, etc.)

17. How do you get new teachers to volunteer? For what period of time do they volunteer?

18. How do you train new teachers?

19. If a teacher needs a substitute to teach for them, how do they get one? Is this frequently a problem? Why?

20. How much prep is a teacher required to do to be ready to teach? How much prep work does the Children's Ministry staff do? Are teachers usually reliable in doing the prep work they are called to do? How much is a good amount to ask the teachers to do?

Highlights from this page:

What can I thank God for in what He's done already?

21. What are your facilities like? Do you have storage? Can you put visual aids up on the walls?

22. What is your budget for Children's Ministry resources like? What equipment/resources do you have on hand already?

23. Are you frequently faced with a limited resources--money, teachers, space, time, equipment, etc? If so, what resources are you lacking? How does this affect what you do?

PARENTS

24. How well-equipped are the parents in their role as primary spiritual care-givers of their children? Do you feel like your children's programs are carrying the majority of the weight or only supporting what the parents are doing? What has been done to try to better equip the parents, where needed?

25. How involved are most parents in what their children are learning in class? What kind of take home resources would you like to give out with the new curriculum? What have you sent home previously? Do parents use them? Why or why not?

26. Do you communicate with parents? What form does that contact take? (email; phone; in person; etc). What do you try to tell them? Are they very responsive? Why or why not?

Highlights from this page:

What can I thank God for in what He's done already?

The Children''s Ministry Questionnaire **IN THE WORSHIP SERVICE:**

27. Do your children sit through the entire worship service with their parents? Why or why not? If not, what is provided for them? What ages? For what portion of the service (whole service: just the sermon; etc.)?

NEW CURRICULUM:

28. What do you most like about your current curriculum? What would you most like to change? What an ideal curriculum look like for your situation?

29. When do you want to start the new curriculum?

30. Do you have any/many "load-bearer" teachers; that is, teachers willing to invest lots of time and energy into your current program or would be willing to do this with a new program?

Highlights from this page:

What can I thank God for in what He's done already?

The Children's Ministry Questionnaire **SUMMARY MINISTRY REFLECTIONS**

31. What are some things to thank God for in your ministry setting? Who has it been most effective in reaching with the gospel? What are some things you would love to improve, with God's help?

ADDITIONAL THOUGHTS, COMMENTS, & QUESTIONS:

Section 3

Eleven Steps to A Custom Curriculum Fit

Eleven Steps to a Custom-Fit Curriculum

1. GET TO KNOW YOURSELF!	Any curriculum is but a set of tools in the teacher's hands. It is a starting point, not a final product! It needs to be molded to fit your children, your teaching style and your teaching situation. Your knowledge of your church leaders' vision for teaching the children/supporting families; the pros and cons of your teaching environment; and, a good knowledge of the families/children and their needs and abilities all work together to make a more understandable, enjoyable learning connection. If you start out by taking time to get to know who you are, you will make a better curriculum for all involved. Ask God to give you a clear picture of where your church is and what He wants you to teach the children and consider using one or more of these ideas to get to know yourself better: 1. BRAINSTORM: Simply get your Children's Ministry team/church leaders together and talk about who you are. Write down your description. 2. THE CHILDREN'S MINISTRY QUESTIONNAIRE (Section 2) Provide more structure for your team's thoughts and discussion by using the "Getting to Know You" Questionnaire." Ideally, have each member of your team/church leader involved go through the questions and answer them on their own. Then, bring everyone together and discuss your reflections. 3. THE TWENTY-FIVE LESSONS DISCUSSION QUESTIONS (Section 1) Have your team/church leaders read through the twenty-four lessons and write down/ discuss their answers to the questions that follow each section. This might be the most time-intensive option, but you might glean even more insight through it.
2. GET TO KNOW THE CURRICULUM!	Take a good look through whatever curriculum/s your team is considering. Read the introductions; a few lesson plans; and check out the curriculum website (if there is one). For each curriculum you are considering, fill out the Curriculum Questionnaire (included on the next two pages) to create an overview by which to compare the curriculums to each other.

New Curriculum Questionnaire

 Fill out one of these questionnaires for each of the curriculums you are looking at. This will provide a great overview to aid your curriculum comparisons and decision-making. 1, Curriculum Name:		
4. Suggested Ministry Use (Sunday	y School, VBS, etc):	
	Old Testament/New Testament Overview, Theology, Missions, etc.):	
	curriculum:	
8. Is it single use or repeat use curr you download or for an annual m etc.)	iculum: (uses workbooks that have to be purchased again; have to pay each time embership; or, gives you permission to make copies after your initial purchase,	
10. Cost of Maintaining the Curric	ulum:	
11. How many sessions of curricul	um are available?	
12. What are the lesson plans like?	? Scripted or bullet-points?	
13. How easy are they to follow? _		
14. Does the curriculum elements	follow the same order/structure each lesson? What is it?	
	teachers in this curriculum?	
	er or a younger Christian be well-equipped to teach them, or only an experienced	

New Curriculum Questionnaire		
17. Do they include a devotional for teachers?		
18. How sound are the Bible truths? How deep are they?		
19. Are the Bible truths appropriately explained for the age group they are intended?		
20. What kinds of visual aids/props are included?		
21. What kind of activities included?		
22. What learning styles are the activities most suited for?		
23. Are the activities time-fillers or are they "conduits of truth" which help reinforce the key truths taught?		
24. Are the teacher prep steps clearly listed and easy to follow?		
25. What kind of prep must be done for the typical session? What kind of prep work is it?		
26. Are there any take home resources? What kind?		

Any other thoughts/comments/questions?

	Eleven Steps to a Custom-Fit Curriculum, continued	
3. CHOOSE IT!	Now comes choose and customize work. Review your reflections from the Get to Know Yourself Questionnaire. Then, look over the Curriculum Questionnaires you filled out for the curriculum/s you are considering. Based on this information, which curriculum looks best for your needs?	
4. CUSTOMIZE IT!	Once you have narrowed it down to the curriculum you think fits best, it's time to start making a fit.	
	Look through the curriculum and ask yourself questions like:	
	 Does the curriculum follow the same basic order each lesson? What is that order? How is it different from your current curriculum? 	
	• What elements fit your teachers best, just they way they are? Which ones do not? How can you make them a better fit (re-writing/training/modeling/removing/ practice/etc)?	
	 What elements are like what you do now and would be easy for the children to get used to? 	
	• What elements might take a bit more time for them to get adjusted to? How can you make them a better fit (re-writing/training/modeling/removing/practice/ etc)?	
	• How does the time alloted for the curriculum compare with the time you have? What would you need to change to make it fit?	
	 How is the curriculum's intended use different from how you will be using it? What changes in order/what you do/how you do it should you make? (For instance, are you using a Sunday School curriculum for VBS? Then you may need to re-group the resources into a rotation of activities. etc.) 	
	• Who will do the prep for the lessons? How much will teachers do and how much will something on the Children's Ministry team or another volunteer do?	
	Get some paper, or better yet, go to a whiteboard. Write down what is currently down in the class/es who will be using the new curriculum. Star what elements you like or want to change.	
	Make a copy of the first lesson of the new curriculum. Write up on the board the elements of that lesson in order.	
	Look at the lesson segments (such as Opening activity, Bible story, response activity). Think of them as building block that can be moved around.	
	Based on what you know about your teachers, children, time constraints, etc., make any necessary shifts in the order of lession elements. Maybe you won't make any changes. Maybe you will switch many activities. Maybe you will take some out or even see that you need to add some extras in.	

Eleven Steps to a Custom-Fit Curriculum Eleven Steps to a Custom-Fit Curriculum, continued	
5. PREPARE FOR THE TEST RUN	Take your changes and make a new cut and pasted version of the first lesson of your new curriculum and prepare it. This will be what you use in your next step: the test run with the kids.
	Prepare any visual aids, games and crafts you will use in the lesson. Make copies of any take home resources.
	Now you are ready to try it out!
	If at all possible, test run the curriculum a few times before handing it over to your teachers. This will allow you to try it out and adjust it to make a better fit before you start to train other teachers to use it.
6. TRY IT!	Try out your customized version of the curriculum on the kids. Our favorite way to try out a new curriculum is with a smaller group of children (of the more-likely-to-be-well- behaved variety), when there is an opportunity to do so. This gives the curriculum its best test-run. Ideally, you want to give any curriculum a few sessions'Ev trial period. New curriculum is new curriculum. There's no getting around the learning curve. Teachers will be getting used to it as well the kids. You will get a better sense for your fit if you try it more than once.
7. EVALUATE AND ADJUST IT!	As you test-run the curriculum, you will probably want to evaluate and make changes. Reflect on how the teaching session goes, after each of your test runs and make any necessary changes. As you get closer to a good fit, add in more conditions like the typical classroomsuch as your crazier kids, etc. See how the curriculum works with these new elements. Make more changes until you feel good about your fit.
8. SIGN POST IT!	Once you have figured out what works best for your children and those teaching the curriculum, put sign posts in place in the classroom. If you found that certain activities work better in a certain part of the room (such as games or craft time), put up a sign on the wall near that area indicating that. Or, put down a rug where you want to have Circle Time, if the curriculum uses one.
	If the curriculum follows a set time schedule, display the schedule on the wall in large print so a teacher can with just a glance know what he/she should be doing.
	If particular resources are used in the curriculum, store these and signpost these, too, so that even the newest teacher can easily find what he/she needs.

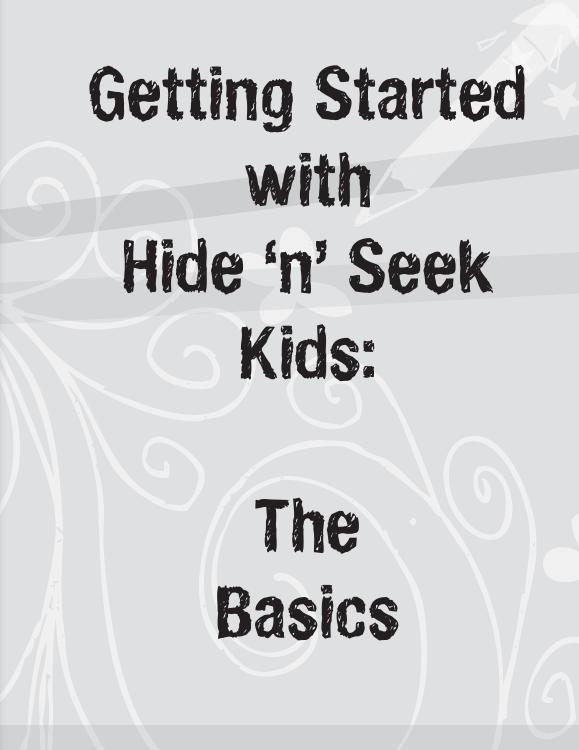
Eleven Steps to a Custom-Fit Curriculum, continued

9. CHOOSE YOUR	Once you feel that you have adjusted the curriculum to a good fit for teacher and children, begin to teach others how to teach it, too. Ideally, this starts as a mentoring experience between you and another teacher (preferably two) who are willing to learn the curriculum inside and out, until they can teach it well themselves and later train others in it, too. I call these teachers, "load-bearers," because they will share the weight of implementing the new curriculum.
LOAD BEARERS	Have your load-bearers first come observe you as you teach the curriculum. Have them read any introductory materials as well as the curriculum lesson plan you will be teaching from before they observe. After class, de-brief with them about the session. Have them continue to come for a number of sessions. Gradually give them more and more of a teaching role each session, until they teach the curriculum completely, themselves.
10. ADD OTHERS	With your load-bearers in place and confident in the curriculum, you can now begin to look for more potential teachers to be trained. Follow the same steps as you did with the load-bearers: have them read any introductory materials and the lesson plan before they observe a session. De-brief with them afterwards and gradually add them into the teaching experience.
11. WANT MORE	Find other churches that use the same curriculum and ask them if you can come
IDEAS? GO SEE IT!	observe the curriculum in action. Very helpful!

Eleven Steps to a Custom-Fit Curriculum

Section 4 Getting Started with Hide 'n' Seek Kids

Getting Started: Hide 'n' Seek Kids



Getting Started: Hide 'n' Seek Kids

Getting Started with Hide 'n' Seek Kids

Get It



Order the **Praise Factory Tour: Extended Version** (or download it from the website in the Getting Started with Hide'n' Seek Kids section). It is going to be your easiest, most visual way to learn about this curriculum. Order/download the **Hide 'n' Seek Kids Core Curriculum (ESV/NIV)** and the **Hide 'n' Seek Kids Visual Aids books (Small Format/Large Format pictures)** resources.

Tour It....Three Times

1. Read through the whole Praise Factory Tour: Extended Version book once. Learn how each curriculum in the Praise Factory family is related to each other. Pay special attention to the section on Hide 'n' Seek Kids.



3

2. Go back and read through just the section on Hide 'n' Seek Kids in the Tour book again.

3. Now go back and read the Hide 'n' Seek section of the Tour book a third time, only this time, get out your two resource books (Hide 'n' Seek Kids Core Curriculum and Hide 'n' Seek Kids Visual Aids books) and follow along.

This will help you see how the curriculum flows and where to find each of the resources visualized in the Tour Book.

Rip It Up



The **<u>Hide</u>** 'n' Seek Kids Visual Aids book is meant to be taken apart. These will be made into your visual aids and storyboard pictures used in each lesson.

You May Want to Second It



The **Hide 'n' Seek Kids Core Curriculum book** contains resources you will probably want to photocopy--such as, the lesson plans, the crafts/take home sheets, and the music for the songs. **For this reason, you might want to print out a second copy (from online) or buy a second copy of the book.** This will allow you to take apart one copy for easy photocopying and still have another one intact for reference. Or, you can photocopy a copy from your original and keep that on hand.

Choose It



Choose how you want to use the curriculum resources with your kids and your setting. There is a questionaire and other resources in the Getting Started section of the praisefactory.org website that can help you make the best custom fit for your situation. You may want to follow the curriculum as written and use them all. Or, you may want to pick and choose. Do what is best for your situation.

Prepare It and Protect It



Cut out and laminate the Big Question Box resources (Big Question and Answer; Bible Verse; and, Listening Assignment signs) as well as the Simple Story Scenes or the storyboard pictures from the **Hide 'n' Seek Kids Visual Aids book.** Stick velcro on the back of the storyboard pictures to get them ready to be used on the storyboard and in the Story Review games. **More information about making storyboard pictures can be found in Appendix E of the Core Curriculum books.**

Download It



Download the **zip file of unit songs** from the website.

Getting Started with Hide 'n' Seek Kids, continued

Make It... Before You Get Started



There are a few more resources that Hide 'n' Seek Kids uses that you will need to make/buy before you use the curriculum. You need to purchase/make a **Big Question Box; a HSK "Bible" folder; and a flannelgraph storyboard**. Directions for making these are found in the **back of the Core Curriculum books in Appendix E.**

Are You Game?



Hide 'n' Seek Kids is a very active curriculum, with a number of different games suggested for each lesson. The good news is that they are used in a rotation throughout the curriculum. That means, once you make these games, you store them and use them over and over (and for years to come!).

While you only need to make whatever games you choose to use with each lesson, **I strongly recommend that you make all the games before you start using the curriculum.** Get the prep work over with at the beginning and coast your way through years of enjoyment!

Store them in ziploc bags or baskets and pull them out when needed. So simple! Your teachers will love how easy it is to have an engaging learning session with so little work for them to do! Happy teachers are more likely to be repeat teachers! A full list of the games and the supplies needed to make them can be found in the back of the Core Curriculum books in Appendix B with the instructions for all the games.

Session Prep



Prepare the curriculum for your teachers. Largely, this will mean making copies of the lesson plan, the crafts and take home sheets...especially if you have already assembled the games. We give the teachers a **basket of curriculum and materials they will use to teach the class each session.** This has worked very well for us.

Don't Ignore It, Store It!



This is a curriculum that keeps on giving, year after year. If you do a good job of storing the curriculum, it will serve your church well and at little cost for many years. We store the resources for each unit in **manilla envelopes and magazine storage boxes.**

Learn More



There are many more resources online that may help you customize the curriculum to fit your learning situation. These are listed online in the Praise Factory Resources section, as well as in the Getting Started section.

Two you might especially want to look at are:

- **From the Ground Up** (Making a Great Start in Children's Ministry and with the Praise Factory Family of Curriculum)
- **Classroom Management Suggestions for Teaching Preschoolers**

These are available for download or to order through Amazon.com.

See It in Action



Three times a year (the third Saturday/Sunday of March, May and September), we hold a free lunch, learn-and-look workshop and observation time here at Capitol Hill Baptist Church in Washington, D.C.

visit us in Washington, D.C.

On the Saturday, we gather for lunch and talk philosophy, child protection policy, encouraging parents, dealing with discipline issues, etc. and, of course, curriculum. After finishing up our group session, we are happy to talk to individual churches about their particular situations. Then on Sunday, we offer an opportunity to see Hide 'n' Seek Kids and the other Praise Factory curriculum in action in our classes. The registration form for these workshops can be found on the Praise Factory website.

Session Prep (especially good for newbies!)

Pray! NOTE: Most 2 & 3 year olds do best simply learning the Big Question & Answer, a simple version of the Bible story, and maybe the Bible Verse. Use other activities, as time and attention span allow. Your session prep need only include what you use.

Pray for the Holy Spirit to be at work in your heart and the children's hearts.

Review

The NUE MILL Corricolum Tour	

If new to the curriculum, look at the **Getting Started with Hide 'n' Seek Kids section of this book** (p.5) It will be especially helpful to read through the Hide 'n' Seek Kids section of **The Praise Factory Tour: Extended Version Book.** This is a visual way to understand what goes on in the classroom. (A pdf of the book is found in the samples section on the website.)

Look through and Learn the Lesson

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Read over **lesson plan**. Practice any **songs or action rhymes** you are using. Choose/make up motions to go with these. Choose less with younger children and more with older preschoolers. **Practice the lesson with the visual aids** and using the Big Question Box/Briefcase.

Read and Rehearse the Bible Story with Pictures



Read the Bible story from the Bible. Read the curriculum version. Practice telling it with the storyboard pictures. (If you have not previously laminated the story pictures, do that now.) Or, rehearse it from the Simple Story Scenes, if you are using those.

Let There Be Music



Download the music and listen to the songs. Choose which of the songs you will use with the children. If using live musicians, make sure they have the sheet music (found in Appendix A).

Put the Props in Place

1. Prepare your Visual Aids. Put the Bible Verse, Listening Assignment, Bible Story in one side of the Bible folder. Keep out the Big Question sign.



2. Get out your storyboard. If using Simple Story Scenes, put these in your Blble Folder. Or, if using the individual storyboard figures, put all background pictures in place (they have a BG by the number). Put the rest of the storyboard pictures (these have a SB by the number) in order of use in the other side of the Bible folder.

3. Put the HSK Bible Folder as well as the Big Question sign in the Big Question Box/Briefcase and shut it. If your box/briefcase has locks and you want to use the unlocking the box as part of your session, lock it now...but make sure you have the key or know the code first.

4. Prepare the music CD or sheet music or mp3 device for use in your session.

Set Out Free Play Activities



Choose and set up free time activities you will use with the children. Choose a variety of different activities that will be enjoyed by different types of children. Rotate the activities you provide to keep them interesting and fresh to your children. (Suggestions in Appendix D, Core Curriculum books.)

Prepare Any Activities



Choose which (if any) of the unit games and crafts activities you want to use in the session. Bear in mind your time frame as well as the developmental abilities/attention span of your children as you decide what/how many to prepare. **Look over the Discussion Sheet** and choose a few questions you might use to spark discussion with the children as they do their activities (especially good for ages 3's+). Pray for God to give you opportunities to talk about these things with the children.

Let Them Take It with Them



Make copies of the craft/take home sheets, if you are not already using them as one of your activities. You may also want to make copies of the story (see take-home version of each story included in Appendix C with the other take home resources) to have for parents to use with their children at home. There's a link on each craft/take home sheet to the story, if you don't make hard copies.



After your session is over, collect the resources and store them for future use. This curriculum can be used over and over for years to come.

to be solved as the children listen to the story. There are 5 different listening Each session is structured around Circle Time and Free Play Time. Circle Times are used to introduce and review the concept, Bible verse, Bible story, and the ACTS prayer. (A prayer including <u>A</u>doration, <u>C</u>onfession, <u>T</u>hanksgiving, and Supplication related to the Bible truth they are learning.) Free play is not only enjoyable, but helps to replenish attention spans and prepare the children for more group listening later in the session. However, every session includes response activities that you may choose to use during free play time to add as much reinforcement as best suits your children. Each Hide 'n Seek Kids session A time to welcome the children to the class, enjoy free play, music, and/or play The children are gathered together for their primary teaching time. The Big Question (and related songs) are introduced. A listtening assignment* is given; the Bible story told; then, the listening assignment answered at the end of The children gather together for a brief review of what they have learned and *As with the other two Praise Factory curriculums, Hide 'n' Seek Kids has a few detective-ish elements to it. (1) There is the "Big Question Briefcase" that contains the key concept visual aids and the Bible storyboard pictures that the teacher uses as he teachers. And (2), Each story is called "The Case of the ..." and comes with "Detective Dan's Listening Assignements." These are listening assignments assignments--one for each of the 5 sessions of curriculum included with each The resources for each Hide 'n' Seek Kids session--- as described in the lesson plan--are designed for a 60 to 90 minutes session. However, they can easily be Hide 'n' Seek Kids unit. These questions are especially good for use with threea closing prayer. Teachers give out take home sheets as children are dismissed. Session Format: Circle Times, Free Play and Your Choice of Activities Hide 'n' Seek Kids Session Overview The children participate in free play and/or response activities. follows the same four-part format, as described here: tailored to fit a shorter or longer session. PART 3: Free Play/Activity Time year-olds or older preschoolers. PART 2: Opening Circle Time **PART 4: Closing Circle Time PART 1: Getting Started** Bible verse game. **Session Length** story time. One Bible truth, one Bible story, and one Bible verse are used with each Each of the 16 themes are taught as a simple Big Question & Answer, set of the 16 themes. All Bible verses are set to music, which can be a great beautiful storyboard pictures, games, crafts, take-home sheets, and The curriculum is flexible and is easily adaptable to many different Teaches the 16 Biblical (theological) themes used in all three Praise There are five sessions of curriculum per theme. Use as few or as many The multiple sessions for each theme give children the time they need to really learn it. The new activities keep the learning fresh each session. The curriculum for each theme comes with a fully-scripted lesson plan, Hide 'n' SEEK KIDS downloads and hard-copies n the Praise Factory family often used with ages 2-5 the first of 3 curriculums designed for ages 2-3, available through praisefactory.org as you want. Each is jam-packed with activities. Both downloads and hard copies are available. aid in learning and remembering the verses. Hide 'n' SEEK KIDS... at a glance to the music of a simple nursery rhyme. Factory curriculum in its simplest form. teaching settings. lots of music. 16 Big Bible Truth • • •

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Getting Started: Hide 'n' Seek Kids Hide 'n' Seek Kids Curriculum Overview Flyer

This (and the Praise Factory Tour: Extended Version book) is great to give to church leaders or other prospective teachers who want to know more.

	Hide 'N' SEEK KIDS S	Hide 'N' SEEK KIDS Scope & Sequence	
UNIT	BIBLE RESOURCES	UNIT	BIBLE RESOURCES
Unit 1: The God Who Reveals Himself Q: How Can I Know What God Is Like? A: He Shows Me What He's Like!	Bible Verse: Amos 4:13 Story: The Case of the Old Man Who Looked for God <i>Luke 2:25-32</i>	Unit 9: Jesus Christ, Immanuel, God with Us Q: What Did Jesus Come to Do? A: Jesus Came to Bring Us to God!	Bible Verse: 1 Peter 3:18 Story: The Case of the The Son Who Came Down <i>The Gospels</i>
Unit 2: God's Wonderful Word, the Bible Q: What's So Special about the Bible? A: It Alone Is God's Word!	Bible Verse: Psalm 18:30, 46 Story: The Case of the Women's Best Gift <i>1 Timoth</i> y	Unit 10: The Holy Spirit: The Indwelling God Q: What Does the Holy Spirit Do in God's People? A: He Changes Their Hearts!	Bible Verse: Ezekiel 36:26-27 Story: The Case of the Heart Helper Acts 1-2
Unit 3: The Good News of God, the Gospel Q: What Is the Gospel? A: Salvation through Faith in Jesus Christ!	Bible Verse: John 3:16 Story: The Case of the Stranger's Very Good News Acts 8:1-8	Unit 11: The God Who Saves Q: How Can We Be Saved? A: It Is God's Free Gift!	Bible Verse: Romans 6:23 Story: The Case of the Most Important Question Acts 16
Unit 4: The God Like None Other Q: Can Anybody Tell Me What the LORD Is Like? A: He's Not Like Anyone Else!	Bible Verse: 1 Kings 8:23 Story: The Case of the Big Showdown <i>Exodus 1-12</i>	Unit 12: God's People Live for Him Q: How Should God's People Live? A: They Should Live Like Jesus!	Bible Verse: Ephesians 5:1-2 Story: The Case of the Runaway Who Came Back <i>Philemon</i>
Unit 5: God, the Good Creator Q: Can You Tell Me What God Made? A: God Made All Things Good!	Bible Verse: Genesis 1:1, 31 Story: The Case of the Wild and Wonderful Words <i>Genesis 1-2</i>	Unit 13: The Sustaining God Q: Why Do God's People Keep Believing in Him? A: It Is God's Sustaining Grace!	Bible Verse: Psalm 55:22 Story: The Case of the Terrible Trouble Acts 17, 1 & 2 Thessalonians
Unit 6: God, the Just and Merciful Q: How Did Bad Things Come into God's Good World? A: Bad Things Came Through Sin!	Bible Verse: Romans 5:12 Story: The Case of the Terrible, Terrible Day <i>Genesis 3-4</i>	Unit 14: The God Who Delights in Our Prayers Q: How Does God Want Us to Pray? A: Every Night and Day!	Bible Verse: Philippians 4:5,6 (ESV), Luke 18:1 (NIV) Story: The Case of the Man with Big Teeth <i>Daniel 6</i>
Unit 7: The Law-Giving God Q; What Are God's Laws Like? A: God's Laws Are Perfect!	Bible Verse: Psalm 19:7, 9,11 Story: The Case of the Big Voice <i>Exodus 19-20, 24</i>	Unit 15: God's People Gather Together Q: Why Do God's People Go to Church? A: To Worship God and Love One Another!	Bible Verse: Hebrews 10:24-25 Story: The Case of the People Who Loved a Lot Acts 2
Unit 8: The God Who Loves Q: What Is God's Love for His People Like? A: It's More than They Could Ever Deserve!	Bible Verse: 1 Chronicles 16:34 Story: The Case of the Eager Enemy's End Acts 7-9	Unit 16: Jesus, the Returning King Q: What Will Happen When Jesus Comes Back? A: God Will Make Everything New!	Bible Verse: Revelation 21:5-7 Story: The Case of the Wonderful Ending <i>2 Peter 3</i>

Getting Started with Hide 'n' Seek Kids:

A Lot More Details...

for those who want it

A Deeper Look

Looking for more information on Hide 'n' Seek Kids? You've come to the right place! Here's what we are going to cover in this section:

Learning More about the Hide 'n' Seek Kids Curriculum, by Resource

Learning More about the Hide 'n' Seek Kids Curriculum, by Activity

Customizing the Curriculum: Know Yourself to Know What You Need

Customizing the Curriculum: The Build-Your-Own-Curriculum Sandwich Approach

Common Customizations: Examples of How the Curriculum Is Implemented for Various Age Groups and Ministry Situations

Maiden Voyage: Testing Out the Curriculum

The Real Launch: Implementing the Curriculum in Your Situation

Protecting Your Investment: Curriculum Storage Tips

Master Supplies List for all Hide 'n' Seek Kids Games

Learning More about Hide 'n' Seek Kids Curriculum, by Resource

The extra-depth information starts here! This section will describe important features of the Hide 'n' Seek Kids curriculum. Look at them in the Hide 'n' Seek Kids Core Curriculum and Visual Aids books as you read below. This first section takes a look at the major resources used in presenting the curriculum.

	the major resources used in presenting the carried and
Scripted Lesson Plan	There are five lessons of curriculum provided for each unit. Since much of the text is the same for all five lessons, only one lesson plan is needed . The different activities for each lesson are noted where they occur. The lesson plans are fully-scripted. This helps even the most inexperienced teacher to know what to say and do. train your teachers in what to say and do, every step of the way. Notice the green squares with numbers found in the left side bar of the lesson plan. These are references to the visual aids the teacher can use with the children as she teaches.
Visual Aids	Visual aids are very important in the Hide 'n' Seek Kids curriculum. They help the children learn, and keep them focused and interested. Visual aids also help even the newest teacher teach with greater ease. All of the visual aids are used with the Big Question Box/Briefcase and are revealed as the lesson progresses. They include the Big Question and Answer sign, the Bible Verse sign, the Listening Assignments (used as the children listen to the Bible story), and the storyboard pictures used with the Bible story. The storyboard pictures are available in 2 sizes.
Big Question Box/ Briefcase Directions for making this found in the back of the Hide 'n' Seek Core Curriculum books	The Big Question Box/Briefcase is a simple box with a lid that you buy or make; or, you can use a briefcase with a combination lock (kids love this!). Inside the Big Question Box/Briefcase are the props for key teaching concepts (Big Question and Answer; Bible verse; Listening Assignments and Bible story.) While not absolutely necessary, the Big Question Box adds a lot of interest to the lesson.
Hide 'n 'Seek Kids "Bible" Folder	The Hide 'n' Seek Kids "Bible" Folder is a large, homemade folder made from a 22" x 28" piece of poster board. Images for the front and back of this mock Bible can be glued in place. 8.5" x 11" front and back cover images are included in the Hide 'n' Seek Kids Visual Aids in the back. Larger versions of the front and back covers are found online for download with the resources for each unit.
Directions for making this found in the back of the Hide 'n' Seek Core Curriculum books and the Hide 'n' Seek Kids Visual Aids books	Inside this over-sized folder, the teacher places the Bible Verse, the Listening Assignment for the Bible story, the text to the Bible story and the Storyboard pictures. The point of this Bible folder is for children to begin to grasp that the truths they are learning come from the Bible.
Simple Story Scenes, Storyboard and Storyboard Pictures	Beautiful storyboard pictures have been created for you to put up on a feltboard to bring the story alive. (These figures are also used in the Bible Story Review Game .) The storyboard pictures are found in the Hide 'n' Seek Kids Visual Aids Book for each unit. See Core Curriculum Appendix E for preparation instructions.
Directions for making these found in Appendix E in the back of the Hide 'n' Seek Core Curriculum books	 Simple Story Scenes are the easiest way to use the pictures. Each story is simply told in 6-9 scenes. If you want a more traditional flannelgraph approach, choose the Storyboard Pictures. These are individual figures that let you build your own scene and allow kids to help put up the pictures. Fun, but they are more work. There are two, different sizes of storyboard pictures you can choose from. Small Format for the smaller class or home setting. Large Format, for a larger class.

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Learning More	e about Hide 'n' Seek Kids Curriculum, by Resource
Hide 'n' Seek Kids Music	Lyrics and sheet music for the songs used with each unit are actually included within the Hide 'n' Seek Kids Core Curriculum books in Appendix A.
Hide 'n' Seek Kids Audio mp3's Esources found online only with the resources for each unit	The audio music for each unit are included in a zip file found on the Praise Factory website with the resources for each Hide 'n' Seek Kids unit. Download the zip file from the website to a desired location on your computer. Open the zip file by choosing the ''extract" option (often shows up when you right click your mouse over the file.) Once they are extracted, you can access them. You also can play the songs right off of the website from the Hide 'n' Seek Kids "Just Music" section. And, there are QR code sheets that you can print out and access the songs via your phone's camera.

Learning More about Hide 'n' Seek Kids Curriculum, by Activity

This section describes the activities offered in the Hide 'n' Seek Kids curriculum, in order of use. Look at them in the Hide 'n' Seek Kids Core Curriculum and Visual Aid books as you read below.

	,
Intake Activities	These are activities that help the children settle in their class and get ready for learning. They are open-ended so that any child can join in as they are checked in to class. Younger children typically do a free time activity.
	Older children typically play a Bible Verse Memory Game or take part in the Sing-along Music Time. Adding the Music, Movement & Memory Activity to the singing can be especially enjoyable for these children.
π	Both the Bible Verse Memory Game and the Music, Movement & Memory Activity are some of the games included in the Response Activities section of the lesson plan. There are five sets of these games suggested, enough for a new set of games for each of the five lessons included with each unit. Game directions are found in Appendix B of the Core Curriculum book.
The Classroom Song	Transitions between activities can be difficult, particularly for preschoolers. The Classroom Song is a simple song with four verses used at transition times to make transitions easy and fun.
	 Verse 1: The Gathering Verse invites the children to gather together to worship God. Verse 2: The Go and Play Verse dismisses the children to play time. Verse 3: Time to Go & Tell Verse transitions the children to Closing Circle Time,. It is used not only to hel them remember what they have learned in class , but also to go and tell others what they've learned Verse 4: What's Our Big News Verse asks the children to think about what they will go and tell others as they are dismissed.
	The lyrics to the Classroom Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. An audio version of each verse is included in the unit music.
The Hide 'n' Seek Kids Theme	Circle Time opens with the curriculum theme song. It reminds the children what their learning time is about.
Song	The lyrics to the Classroom Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The song audio included with the rest of the unit songs.
The Classroom Rules Song	A major challenge and important goal with 2's and 3's is teaching them how to act in a more formal, group teaching setting. Remember this and do not let yourself become frustrated. Your work with the children now will make way for easier teaching as they get older. Reviewing simple and clear classroom rules, then praying for God's help with the children is a great way to start every session. During the rest of the session, you may want to refer back to the rules, praising the children when they are keeping them well or reminding them of the rules when addressing problems.
	The Classroom Rules Song provides a simple, fun to sing/say chant of class rules. It helps remind children of the behavior expected of them in class.
	The lyrics to the Classroom Rules Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The audio for this song is included in the unit music.

Prayers	Two prayers are used in each session: an Opening Prayer and an Unit ACTS prayer.
00000	The Opening Prayer stays the same for every session of Hide 'n' Seek Kids. It is a prayer asking for God's help to keep the class rules and to learn about Him.
	The Opening Prayer can be introduced with the "Let's Pray!" Song/rhyme.
	The ACTS Prayer changes with each unit. It is called an ACTS prayer because it incorporates four elements of prayer: Adoration (praising God for who He is); Confession (asking forgiveness for our sins); Thanksgiving (thanking God for what He's done, especially through Jesus); and, Supplication (asking God to do great things). It centers around the unit theme. The Unit ACTS prayer can be introduced by the ACTS Prayer Song , which helps familiarize the children with the four elements of prayer represented by A,C,T, and S.
	The lyrics to "Let's Pray" and the "ACTS Prayer Song" are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. An audio version of each song is included in the unit music.
The Big Question	The Big Question and Answer is introduced by the use of a $8\frac{1}{2}x 11$ two-sided Big Question
& Answer	and Answer sign. This sign is hidden in The Big Question Box/Briefcase , a simple box with a lid you can buy or make; or, a briefcase. (Suggestions for making or buying one
How can I know what God is like?	included in the Core Curriculum books in Appendix E).
Ā	The children sing/say the Big Question Box/Briefcase Song , then the teacher or a designated child opens the box/briefcase and gives it to the teacher to hold up and read to
He shows me what He's likel The Big	the children. The teacher and children then sing the Big Q & A Song: the Big Question and
Question Box	Answer set to the tune of a familiar nursery rhyme.
Song Question Briefcase	The words to the Big Question Box Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The audio for this song is included in the unit music.
Big Question Action Rhyme and Song	The meaning of the Big Question and Answer is explained by use of an action rhyme. The action rhyme includes actions that you can do as you say it. Use as few or as many of the actions as you deem appropriate for your children.
	Or, you can sing the Big Question Song , which incorporates the same concepts into a song.
	The lyrics to the Big Question Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The audio for this song is included in the unit music.
The Bible Chant Song	The kids prepare to hear teaching from the Bible by singing/saying the Bible Chant Song. This is a simple jingle that reminds the kids that the Bible is very special because it alone is God's Word.
	The lyrics to the Bible Chant are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The audio for this song is in the unit music.
	After singing this song, the teacher/designated child pulls out the Hide 'n' Seek Kids "Bible" Folder from the Big Question Box/Briefcase.

The Hide 'n' Seek Kids	As explained previously, the point of this Bible folder is for children to begin to grasp that the truths they are learning come from the Bible.
"Bible" Folder	The Hide 'n' Seek Kids "Bible" Folder is a large, homemade folder made from a 22" x 28" piece of poster board. Images for the front and back of this mock Bible can be glued in place. Inside this over-sized folder, the teacher places the Bible Verse , the Listening Assignment for the Bible story, the text to the Bible story and the storyboard pictures.
The Bible Verse and Song	The first thing the teachers pulls out of the "Bible" folder in the Bible verse. Only one Bible verse is taught with each unit. This gives the children four or five lessons to really learn the verse and its meaningnot just hear it and forget it. The Bible verse is reinforced even more through the Bible Verse Song. This song is used as part of the regular teaching time in Circle Time, as well as in the Music, Movement and Memory activities, described next. These activities provide even more opportunities for learning the verse. The lyrics to the Bible Verse Song are included in the lesson plan. Large format lyrics and
	sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The audio for this song is included the unit music.
The Bible Story and Resources	Only one Bible story is used in each unit. Instead of tiring of hearing the same story for the four/five lessons, the children are delighted to have mastered it by the end of the unit.
	Optional actions/questions are woven into the story text. Use the Simple Story Scenes to tell the story; or, use the storyboard pictures to put up on a homemade storyboard board to bring the story alive. (These figures are also used in the Bible Story Review Game.) The storyboard pictures are found in the Hide 'n' Seek Kids Visual Aids books. Two sizes of pictures are available for smaller or larger storyboards. Directions for making a homemade storyboard board and for making durable storyboard pictures are found in the Core Curriculum books in Appendix E.
Delective Danis Listening Assignment 4	While the same Bible story is used for all five lessons, there is a different listening assignment for each lesson. These are called Detective Dan's Listening Assignments . (These listening assignments will probably be too much for two year olds ; can be useful in developing a three year olds listening skills; and great for children older than this.
Particon	The story ends with the answers to the listening assignment; sharing the gospel, and praying the ACTS (Adoration, Confession, Thanksgiving, Supplication) prayer; and, two response songs.
Story Response Songs	There is a hymn and a praise song that you may choose to close Opening Circle Time with. Each unit features a different pair of response songs, related to the unit Big Question and Answer. This gives the children many lessons to learn these songs. A short unit tie-in description is included with each song.
	The words to these two songs are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Hide 'n' Seek Kids Core Curriculum book. The audio for this song is included in the unit music.
Response Activities: Games and	After Opening Circle Time, the children can either enjoy free play (see Core Curriculum Appendix D for suggestions) or one of the many game or craft activities. The games and crafts can help reinforce the truths the children have just learned in Circle Time.
Crafts	There are three, different games suggested for each lesson: the Bible Verse Game, the Bible Story Game, and the Music, Movement & Memory Activity. And, there is a simple coloring craft/take home sheet for each lesson, as well as three extra crafts that can be used anytime.
X	Because there are so many response activities, some teachers like to incorporate some of them as Intake Activities at the beginning of a session. Let's look at each of these activities, starting on the next page.

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Response Activities: Games



The Bible Verse Game







Music, Movement & Memory Activity



When Opening Circle Time ends, the children can either enjoy free play or one of the many game or craft activities. The games are referenced in the lesson plans, but are listed in Appendix B at the back of each Hide 'n' Seek Kids Curriculum book. The crafts are referenced in the lesson plan, but instructions and any pages to be photocopied are found in Appendix C at the back of each Hide 'n' Seek Kids Curriculum book.

Let's look at the games, then the crafts.

The Bible Verse Game helps the children learn the Bible verse and think about what it means. The Bible verse games are referenced in the curriculum, but listed in Appendix B in each Hide 'n' Seek Kids Core Curriculum book.

The **Bible Story Review Game** helps the children think about what they learned in the story. It uses the **Storyboard Pictures** from the Bible story. **The Bible Story games are referenced in the curriculum, but listed in Appendix B in each Hide 'n' Seek Kids Core Curriculum book.**

The Music, Movement & Memory Activities have the children do certain movement or use **simple homemade (or store bought) musical instruments,** as they sing songs or say the Bible verse. A **simple hymn** and **praise song** as well as the **Bible Verse Songs** and **Big Question Song** are suggested for use. A short blurb describing how each song ties in with the unit is given. The Music, Movement & Memory Activities are referenced in the curriculum, but listed in Appendix B in each Hide 'n' Seek Kids Core Curriculum book.

The lyrics and music to these songs are included in the Core Curriculum books (Appendix A). The audio for these songs is found with each unit's music.

All three of these activities are part of a **collection of games that can be assembled ahead of time, then stored** for use throughout the curriculum on a rotation basis. This makes it easy to keep each lesson active and fun, but with less prep work. **A complete list of supplies need to make the games is included in Appendix B with the games.**

Response Activities: Crafts There are both coloring pages/take home sheets as well as a few extra crafts available with each unit. The crafts are referenced in the lesson plan, but instructions and any pages to be photocopied are found in Appendix C at the back of each Hide 'n' Seek Kids Core Curriculum book.

Coloring Pages/ Take Home Sheets

A coloring page is provided for each of a unit's five lessons. On the back of each are the key concepts, a few questions; an ACTS prayer; and, a song/s for parents to use with their children that act as a take home sheet. There is a different emphasis for each lesson's coloring sheet that corresponds with the listening assignment for the lesson:



Lesson 1 Coloring Sheet Emphasis: The Unit Bible Truth Lesson 2 Coloring Sheet Emphasis: The Unit Bible Verse Lesson 3 Coloring Sheet Emphasis: The Bible Story and the Story Clues Lesson 4 Coloring Sheet Emphasis: The Unit ACTS Prayer Lesson 5 Coloring Sheet Emphasis: The Gospel Tied into the Unit

While these are simple coloring sheets, they can be easily turned into something more. Upgrade your coloring sheet to a more interesting craft by offering simple embellishments, such as jiggly eyes, craft sand, glitter, glitter glue, colored paper dots (made with a hole punch), fabric scraps, etc. Make cut-to-size glued-on clothes, hair, etc. for characters by using a copy of the coloring sheet, cutting out the selected portions and making them the patterns for whatever you want to cut out of fabric, paper, foil, etc.

Getting Started: Hide n Se	ek Klas		
Response	With each unit, there are three extra crafts included for use at any time.		
Activities:			
Crafts	These are a Go-and-Tell Craft ; a Bible Story Coloring Picture and a Bible Story Puzzle (which is the Storyboard Picture Placement page from the story, which you can cut out		
Extra Crafts	into the appropriate number of puzzle pieces for your children, then re-assembled by		
and the second	them).		
	Like the other crafts in the curriculum, these extra crafts are referenced in the lesson		
	plan, but instructions and any pages to be photocopied are found in Appendix C at		
	the back of each Hide 'n' Seek Kids Core Curriculum book.		
Response	The discussion sheet contains questions about the key concepts used in the unit. These		
Activities:	can be used to spark good conversation as the children are coloring. They can also be used		
Discussion	as part of the games and other activities to add even more depth.		
Sheet			
	They are most appropriate for use with children ages 3 and up.		
Discussion Que for Activitie			
2000			
2027			
and the second sec			
Take Home			
Resources			
	The basis of the state of the second second state the terms of the terms of the terms of the terms of the terms		
Coloring Pages/ Take Home	The back side of the each coloring page is the take home sheet . Each lesson has a different emphasis. Each includes the key concepts; a few questions; a song/songs and		
Sheets	an ACTS prayer. It tells the parents where they can find the full script to Bible story on the		
Sileets	Praise Factory website (in the parents' resources), if they want to use it at home with their		
	children.		
Λ	These coloring pages/take home sheets are referenced in the lesson plan, but the		
	pages to be photocopied are found in Appendix C at the back of each Hide 'n' Seek Kids Core Curriculum book.		
Take Home	Kids Core Curriculum book.		
Version of the	There is also a take home version of the story that you can give out along with the take		
Bible Story	home sheets. This is also available online in the Hide 'n' Seek parents' resources section.		
	This take home version of the Bible story is referenced in the lesson plan, but included		
	in Appendix C at the back of each Hide 'n' Seek Kids Core Curriculum book with the		
	other take home resources.		
Music Resources	Lyrics and sheet music for the songs used with each unit are included within the Hide		
Lyrics and Sheet	'n' Seek Kids Core Curriculum books.		
Music	Each losan plan includes the lyrics to the core senar used with each unit. Large format		
	Each leson plan includes the lyrics to the core songs used with each unit. Large format lyrics and sheet music for the songs is included in Appendix A of each Core Curriculum		
	book.		
s 🗸 📞	Frequently, the lesson plan references extra songs. The lyrics and sheet music to these		
audio	extra songs are only found in Appendix A with the other unit songs.		
mp3's of the			
songs	The songs can be downloaded from the praisefactory.org website. There are 16 zip files of		
	mp3s of songs, one for each of the 16 Hide 'n' Seek Kids units. Or, you can listen to them straight from the website in the Hide 'n' Seek Kids "Just Music" section.		
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Customizing the Curriculum: Know Yourself to Know What You Need

A good, curriculum custom-fit starts with thinking carefully about those involved. Here are six, key factors to consider. (The Children's Ministry Questionnaire will guide you through these issues in much greater depth.)

Freaders/pre-readers? + age groupings in the same class + attention span	Your Teachers' Agility + teaching experience + experience with children + classroom experience	Function of the second	
+ exposure to the gospel?	+ their own spiritual maturity	+ School year/a full year?	
+ etc.	+ etc.	+ etc.	
Who are we? What can we do? What do we need? What should we do?			
Your Teaching Locality	Your Ministry Priorities	Your Practicalities	
 + Home, church or school? + Urban, suburban or rural? + Storage space available? + Classroom size? + etc. 	 + Who gives you spiritual oversight? + What do they want you to teach? + Are they willing to look over the curriculum/help find and screen teachers? 	 + What is your budget? + Who will prepare the curriculum? + How much time do they have? + Is there anyone willing/able to oversee the start up and implementation of a new surrigulum? 	
	+ etc. 89	ation of a new curriculum?	

Customizing the Curriculum: Build-Your-Own-Curriculum Sandwich



You've thought about who you are, what you need, what you can do, and what you can should do. Now it's time to customize your own curriculum version. We like to think of this process as similar to creating your favorite sandwich. Start with what you know has to be there, then add in extras until you get just what you want. You might be a "meat-only" sandwich, needing only the very basics of the curriculum. Or, you want "the works"--the whole curriculum, just as it is written. Many people use something in between. The important thing is to keep in mind the specifics of your teachers; your children; your time constraints; and, your ministry situation. Then build the cusrom version of Hide 'n' Seek Kids that works best for you. Bon appetit!

1. Start with the Meat: Core Curriculum	Resources: • Big Question and Answer • Bible Verse • Bible Story	These are the backbone of biblical truth for the curriculum. You really only have to have these. Everything else is extra!
2. Choose Your Cheese: Response Activities	 Resources: Bible Memory Game Bible Story Review Game Music, Movement & Memory Crafts 	Response activities are second in importance only to the "meat." They are enjoyable, hands- on activities that help the children learn and retain the "meat" of biblical truths.
3. Add the Lettuce: Intake Activities	Resources: • Free Play • Activity Centers • Unit Songs • Bible Memory Game	Intake Activities are a nice addition to your curriculum "sandwich", but you don't have to have them. They often help the children settle better in class and prepare them for learning.
4. Throw on Extra Veggies: Zesty Extras	 Resources: Hide 'n' Seek Kids Song Classroom Rules Chant The Big Question Box Song The Bible Song Let's Pray Song ACTS Prayer Song 	These are few extras that add zest to the curriculum. The Classroom Rules Song is especially helpful for reminding the children of expected classroom behavior in a fun way.
5. Spread on Condiments: Transitions	Resources: • The Classroom Song (4 verses)	Harnessing the transition points in your curriculum can make teaching much easier for your teachers and actually fun for your kids. The Hide 'n ' Seek Kids curriculum uses music to structure and teach the children through every transition.
6. Choose Your Bread: Curriculum Presentation Features	Resources: • Big Question Box/Briefcase • Storyboard Pictures	These are resources that are used to present the curriculum to the children. They help keep the children focus and make the learning more visual and interactive.
7. Prepare It for Carry Out Take Home Resources	Resources: • Coloring Sheet/Take Home Sheet for each lesson • Take Home version of each	Take home resources are a great way for parents to know what their children are learning and to provide them with a tool for further discussion.

Common Customizations: By Age Groups

Having considered these questions, put this information to work to build your version of the curriculum.

Here are some ways we have customized the curriculum or seen it customized by others:

CUSTOMIZE BY: Age Group	
2 year olds	GENERAL OBSERVATIONS: You are doing well just to get these children to begin to sit as a group. Build up to this, a they get adjusted to a classroom setting. Set your expectations LOW! Helping the childre learn how to be a group prepares them for learning more later and even more being abl to join in the church service better. This, by itself, is a job well-done.
	NUMBER OF LESSONS OF A UNIT USED: Four or fivebased on how many Sundays in a month. Repetition is great for these kids! It will take 16 months to complete the curriculum at this rate.
	 SUGGESTIONS FOR HOW TO USE THE CURRICULUM: Opening Activity Time: Free play time as they come to class You can have unit music playing in the background Use the Classroom Songs to begin to teach them about transitions
	 Opening Circle Time: Use the Big Question Box/Briefcase Teach them the Big Question Sing the Big Question Song (short, nursery rhyme version) Tell them the Bible Verse (maybe sing the song) Tell the Bible story, using the storyboard Do not expect these children to be able to do the listening assignment. End with the ACTS prayer or an even shorter prayer, if attention is lagging.
	 Response Activity Time: Dismiss to free play time. You can have unit music playing in the background. Offer the coloring sheet/take home sheet craft after they have played for a while. You MIGHT be able to weave a few of the discussion questions into your conversation with the children as they play or do their coloring sheet but don't count on it. It's just fine if they don't! They are only two years old!
	 Closing Circle Time: Use the Classroom Songs to gather them back together. Ask them the Big Question and Answer and sing the short Big Question Song again. End with the ACTS prayer or an even shorter prayer, if attention is lagging.
	 Dismissal: Give out the take home version of the Bible Story, the day you start a new unit. Give out coloring sheet/take home sheet for the lesson.

Common Customizations: Age Groups

CUSTOMIZE BY: Age Group	
3 year olds	GENERAL OBSERVATIONS: This curriculum is geared especially for this age group. If the children have been exposed to it as two-year-olds in the previous year, the curriculum really begins to bear a lot of fruit as they repeat it as 3 year olds
	NUMBER OF LESSONS OF A UNIT USED: Four or fivebased on how many Sundays in a month. Repetition is great for these kids! It will take 16 months to complete the curriculum.
	HOW TO USE THE CURRICULUM: As written, except the listening questions will be a new concept to this children of this age. This is the new skill you will be working on to give the children. It may take a while to get them used to holding on to a question or two as they listen. You might even want to remind them of the questions as you read the story. (This is another way we help these children prepare to gather with the congregation and be ready to learn from a sermon.
4-5 year olds OR 2-5 year olds as one class	 GENERAL OBSERVATIONS: 4-5 year olds: The concepts of the curriculum are still very good for this age group, but three years repeating it (if you use it with 2's and 3's, too) is a bit much. I would move on to Deep Down Detectives, if I was using Hide 'n' Seek Kids already with 2's and 3's. However, if this curriculum is being introduced with this age group, it will be great for them. 2-5 year olds as one class: You are combining children with fairly different developmental abilities. While one teacher is teaching, the other teacher may need to be quietly tending to the 2 year olds as their attention span fades.
	NUMBER OF LESSONS OF A UNIT USED: These older children will do best with 2-3 lessons of the five included with each unit. You will probably bore them if you repeat beyond this point. We do two concepts per month of Sundays. That 2 lessons from one unit, then 2 lessons from the next unit. Or, in months with five Sundays, you would choose to do 2 lessons from one unit and 3 lessons from the next. You will complete the curriculum in 8 months at this rate.
	HOW TO USE THE CURRICULUM: As written. Definitely introduce the longer, full Big Question Songs, not just the short nursery songs with these groups.
	And, for those who have combined 2-5 year olds, having the children do the suggested actions that go with the full, Big Question Songs can be a great chance for the little 2-year-olds to get some wiggles out.
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Common Customizations: Age Groups

CUSTOMIZE BY: Age Group	
pre-K & K	GENERAL OBSERVATIONS: The concepts of the curriculum are still very good for this age group, if you are not using it with younger classes, too. I would move on to Deep Down Detectives, if I was using Hide 'n' Seek Kids with the younger children. However, if this curriculum is being introduced with this age group, it will be great for them.
	NUMBER OF LESSONS OF A UNIT USED: These older children will do best with 2-3 lessons of the five included with each unit. You will probably bore them if you repeat beyond this point. We do two concepts per month of Sundays. That means 2 lessons from one unit, then 2 lessons from the next unit. Or, in months with five Sundays, you would choose to do 2 lessons from one unit and 3 lessons from the next. You will complete the curriculum in 8 months.
	HOW TO USE THE CURRICULUM: As written. Definitely introduce the longer, full Big Question Songs, not just the short nursery songs with this group.
K-2nd grade	GENERAL OBSERVATIONS: The concepts of the curriculum can still very good for this age group, but you are bumping up against its outer limits. I would move on to Deep Down Detectives, if I was using Hide'n' Seek Kids with the preschoolers. However, if this curriculum is being introduced with this age group, it will be great for them.
	NUMBER OF LESSONS OF A UNIT USED: These older children will do best with 1 to 2 lessons of the five included with each unit. You will probably bore them if you repeat beyond this point.
	HOW TO USE THE CURRICULUM: Definitely introduce the longer, full Big Question Songs, not just the short nursery songs with this group.
	I would either do: two, full lessons per unit; OR, I would do one full lesson per unit, then use the Opening Activity time of the next session
	to review the previous session's concepts by playing the Bible Story game/ Bible Verse Review Game/singing the songs). I would then introduce the next unit's concepts in Opening Circle Time.

Common Customizations: Teaching Situations

CUSTOMIZE BY: Teaching Situation	How to Structure the Curriculum
Single Session One, 60-90 minute session on a lesson, in one day, once a week examples: Sunday School, Church Hour, Mid-week programs	As written. If you do not really have 60 minutes of actual teaching time, you will need to choose what not to use. Choose what you think is most important to have in your session, then continue to add in elements until you have filled up your time budget.
Double Session Two 60-90 minute sessions, on the same lesson, in one day, once a week examples: Sunday School PLUS Church Hour OR, Sunday Morning PLUS Sunday Evening OR, Sunday Morning PLUS Wednesday Evening	 (This is how we use the curriculum here at CHBC) First session of the Double: Use Opening Activity Opening Circle Time And choose an activity Fill in extra time with free play activities snack and potty break Second session of the Double: Review Opening Circle Time Choose another activity Fill in extra time with free play activities
Daycare/Schools Bible Class	 Schools vary in how many days they teach Bible. Some will have a daily Bible class. Others, will have it only certain days. Here's a suggestion for one unit a month, 5 days a week Bible class for preschoolers: Typically, each session you will be: Reminding the children of the Big Question and Bible verse; Telling them the Bible story (or asking them questions to review it); Singing the songs; and, Following up with a response activity. There are five lessons in each unit, with a listening assignment for each lesson. each with a coloring page, and three games; plus, three extra crafts. That makes 20 activities, plus the three extra crafts. Plenty for even a month of Bible classes for little preschoolers. You could read the story on the first day of each of the four/five weeks in a month using a different listening activity each time. The coloring sheet corresponds to the listening activity. Give them that activity on the Monday. Then, the other four days of the week, use the games to review what they have learned.
Camps, VBS and Short-term Missions Trips	Since camps, VBS and mission trips usually involve both preschoolers and elementary school children, you will do best use two or three of the Praise Factory family of curriculum to meet everyone's needs. At the end of this introduction section (starting on page 32), we provide suggested schedules for these ministry situations. We also have included how the Bible Truths across all three curriculums line up so you can coordinate the truths you are teaching across all of the age groups/curriculums.

Maiden Voyage: Testing Out the Curriculum

Making a Test Run	At last it's time to try out the curriculum on your kids. As mentioned before, our favorite way to try out a new curriculum is with a smaller group of children (of the more-likely-to be-well-behaved variety), when there is an opportunity to do so. This gives the curriculum its best test-run. Ideally, you want to give any curriculum a few sessions trial period. New curriculum is new curriculum. Teachers will be getting used to it as will the kids. You may choose to dive in the deep end and introduce the whole curriculum to the children at once. As you introduce the curriculum to your children, also remember that everything will be new to them at first. New ideas and structures use up a lot more attention and energy than when they are familiar and routineand it takes time for them to become routine. Be patient! Expect this! Or, you may take the gradual approach, deciding on lesson elements to introduce gradually, then adding more in as you go. Think about the routine the children are used to in your classroom already. What works? What doesn't work? Slot Hide 'n' Seek Kids resources into the parts of your current framework that work best with your children, then gradually build from there.
	learning the routine. Give yourself and the children a few lessons to settle into the routine before deciding what is the right amount of activities to include each week. As the children get used to the lesson routine, you will find the children have more attention and energy to devote to the learning activities.
Evaluate and Adjust It	As you test-run the curriculum, you will probably want to evaluate and make changes. Reflect on how the teaching session goes, after each of your test runs and make any necessary changes. As you get closer to a good fit, add in more conditions like the typical classroomsuch as your crazier kids, etc See how the curriculum works with these new elements. Make more changes until you feel good about your fit.

The Real Launch: Implementing the Curriculum in Your Situation		
Sign Post It	Once you have figured out what works best for your children and those teaching the curriculum, put sign posts in place in the classroom. If you found that certain activities work better in a certain part of the room (such as games or craft time), put up a sign on the wall near that area indicating that. Or, put down a rug where you want to have Circle Time.	
Choose and Train Your Load-Bearers	If the curriculum follows a set time schedule, display the schedule on the wall in large print so a teacher can with just a glance know what he/she should be doing. Signpost where you store your curriculum resources (games, curriculum, music, craft supplies, etc), too, so that even the newest teacher can easily find what he/she needs.	
	Once you feel that you have adjusted the curriculum to a good fit for teacher and children, begin to train others in how to teach it, too. Ideally, this starts as a mentoring experience between you and another teacher (preferably two). You are looking for people who are willing to learn the curriculum inside-out until they can teach it well themselves and can later train others in it, too. I call these teachers, "load-bearers," because they will share the weight of implementing the new curriculum.	
	First, have your load-bearers come observe you as you teach the curriculum. Have them read the introductory materials and the curriculum lesson plan before they observe. After class, de-brief with them about the session. Have them continue to come for a number of session, gradually handing over the teaching responsibilities until they are comfortable and confident.	
Bring the Parents Up to Speed	Make sure to include parents in your launch! Communicate with them about the change in curriculum that is happening. Hold a meeting. Send out an email. Hand out the Hide 'n' Seek Kids flyer (pgs. 7-8, Core Curriculum books). Ask them to parents. Invite their feedback. Make them your partners, after all, it is them and their kids you hope to help.	
Add Others	With your load-bearers in place and confident in the curriculum, you can now begin to look for more potential teachers to be trained. The load-bearers will then follow the same steps as you took with them: having them observe, then gradually take teaching responsibilities, de-briefing after each session. Continue until they are confident.	
Want to See More?	Three times a year (the third Saturday/Sunday of March, May and September), we hold a free lunch, learn-and-look workshop and observation time here at Capitol Hill Baptist Church in Washington, D.C. On the Saturday, we gather for lunch and talk philosophy; child protection policy; encouraging parents; recruiting teachers; dealing with discipline issues; etc; and, of course, curriculum. After finishing up our group session, we are happy to talk to individual churches about their particular situations.	
	Then, on Sunday, we offer an opportunity to see Hide 'n' Seek Kids and the other Praise Factory curriculum in action in our classes. This can be a great way to help others understand and get excited about the curriculum.	
	The registration form for these workshops can be found on the Praise Factory website.	

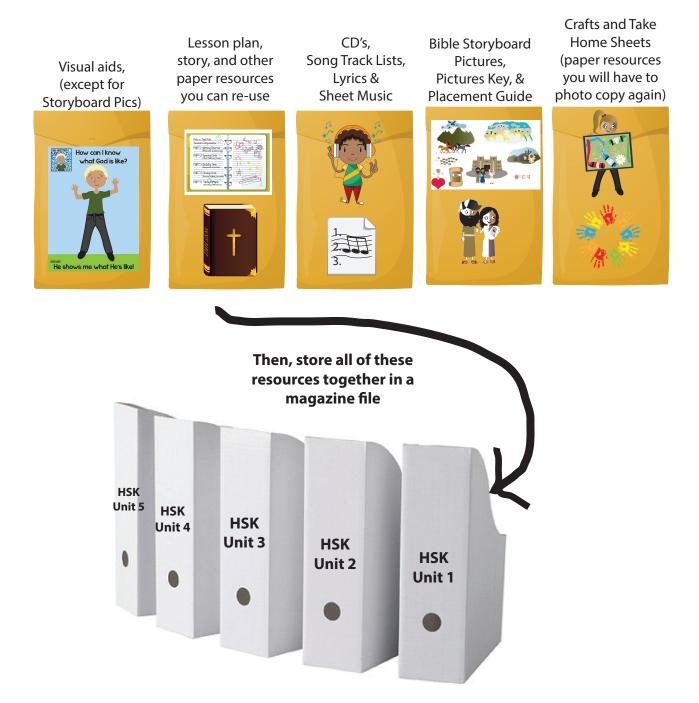
The Real Launch: Implementing the Curriculum in Your Situation

Protect Your Investment: Tips on Storing the Curriculum for Future Use

This is a curriculum that keeps on giving year after year. Everything is re-used. If you do a good job storing the curriculum, it will serve your church well and at little cost for many years.

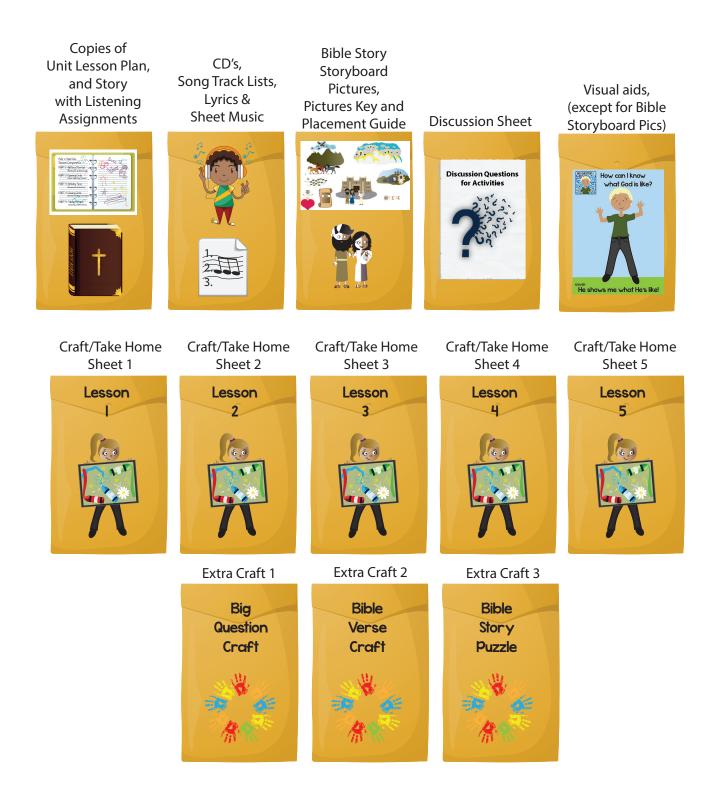
Here are two ideas to help you:

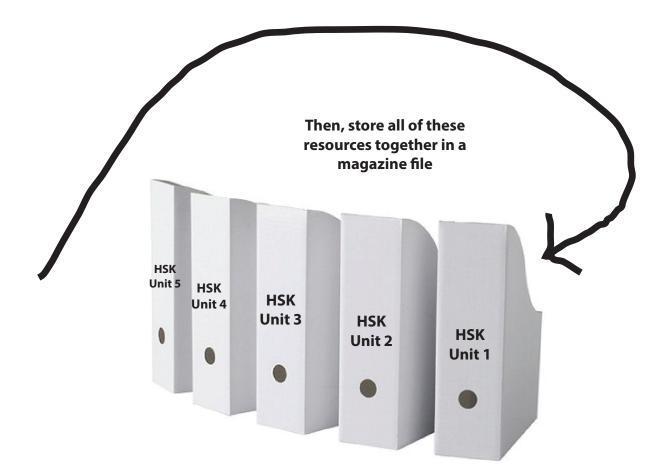
Idea #1: If you are teaching only a small group of children:



Protect Your Investment: Tips on Storing the Curriculum for Future Use

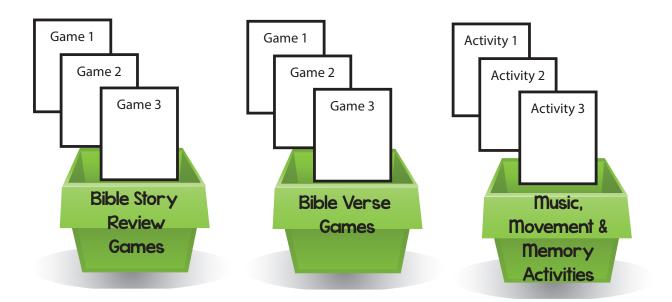
Idea #2: If you are teaching a large group of children (like we do at CHBC), you may want to have a separate envelope for each resource type.





Protect Your Investment: Tips on Storing the Curriculum for Future Use

Store your games in separate ziploc bags and put them in bins.



Master Supplies List for all Hide 'n' Seek Kids Games

Hide 'n' Seek Kids uses many games. The good news is, they are simply made and they are re-used throughout the whole curriculum. Make sure you save the games you make and it will save you a lot of time later.

This is the full list of the games and the supplies needed in the Hide 'n' Seek Kids Curriculum. While you only need to make whatever games you choose to use with each lesson, **I strongly recommend that you make all the games before you start using the curriculum.** Get the prep work over with at the beginning and coast your way through years of enjoyment! Store them in ziploc bags or baskets and pull them out when needed. So simple!

Bible Verse Games

Lily Pad Jump

- Cube-shaped cardboard box,
- paper,
- glue,
- marker

Animal Cube

- Cube-shaped cardboard box,
- paper,
- glue,
- marker

Simon Says How

- Cube-shaped Cardboard box
- Paper, glue, and a marker

Bean Bag Catch

- 1 bean bag per every 2 children (or every child)
- NOTE: Can also fill socks with beans and tie open end to make beanbags.

Slap, Clap and Stack

• 10 or 12 Blocks or other stackable objects

Freeze 'n' Say

• Music and CD/Tape player

Fill 'er Up

- 1 bean bag per child
- NOTE: Can also fill socks with beans and tie open end to make beanbags.
- Cardboard box or laundry basket
- Carpet squares, 1 per child

<u>Bible Verse Games</u> Loud and Soft, Big and Little

• none

Roll 'n' Toss

- Cube-shaped Cardboard box
- Paper, glue, and a marker
- 1 bouncy ball per 2 children

Duck, Duck, Goose

• none

Detective Mission Madness Practice

• Detective Gear, such as a trench coat, sunglasses, and a hat

Master Supplies List for all Hide 'n' Seek Kids Games, continued

Music, Movement & Memory

Thumping Drums

- 1 Oatmeal container/coffee can with lid per drum
- Tape
- Popcorn, rice, beans, etc.
- Wooden spoons, dowels, unsharpened pencils, if desired, for mallets

Say, Spring Up and Shout

• Bean bags, one per child

Freeze Frame

• Some kind of fun hat or clothing for the leader to wear

Egg Shakers

- Empty Easter eggs
- Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc.
- Glue and glue gun OR strong packing tape

Jingle Bell Hands

- 1 6" piece of sturdy string
- 4 or 5 jingle bells, available in most craft shops

Big Voice, Little Voice

• none

Music, Movement & Memory

- 1 oatmeal container/coffee can with lid per drum
- Tape
- Popcorn, rice, beans, etc.
- Wooden spoons, dowels, unsharpened pencils, if desired, for mallets

Bottle Shakers

- 1 empty 16 oz. soda bottle per shaker
- Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc.
- Glue and glue gun OR strong packing tape

Clap, Tap and Say

• none

Music, Movement & Memory

March 'n' Say

• Optional: A fun hat for the leader of the march, or for everyone in the march

Block Clappers

• 2 wooden blocks per child, preferably about 3"x 2", as found in many children's block sets

Master Supplies List for all Hide 'n' Seek Kids Games, continued

Story Review Games

Who's Inside?

• 10 different containers with lids

Look Who's Coming Down the Tracks

- Two shoe boxes
- 6' or so of rope
- Optional: Engineer's hat

Going Fishing

- One long wooden dowel, yardstick, etc. per fishing pole
- Yarn
- Paper clip per fishing pole
- Rope
- Two chairs
- Blanket
- Box/bucket/container
- Bucket

Pony Express

- Small manila envelopes, one per storyboard picture
- Kid's small backpack or a tote bag with a strap
- Basket
- Cowboy hat
- Stick horse or a broom

Clothespin Line Up and Drop

- Rope
- Clothespins, the hinged type
- Shoe box
- Tape

Missing in Action

None

Hide 'n' Seek Kids Detective Clue Hunt

- Variety of interesting items that have one or more places to hide a storyboard picture
- Detective Hat
- 4 False Clues (included on the next page)
- CD Player and Hide 'n' Seek Kids Theme Song

Take Me Through the Tunnel

- Chairs or Table
- Sheet or blanket
- Box

Story Review Games

Who's in the Basket?

- Blanket
- Basket

Run to the Grocery Store

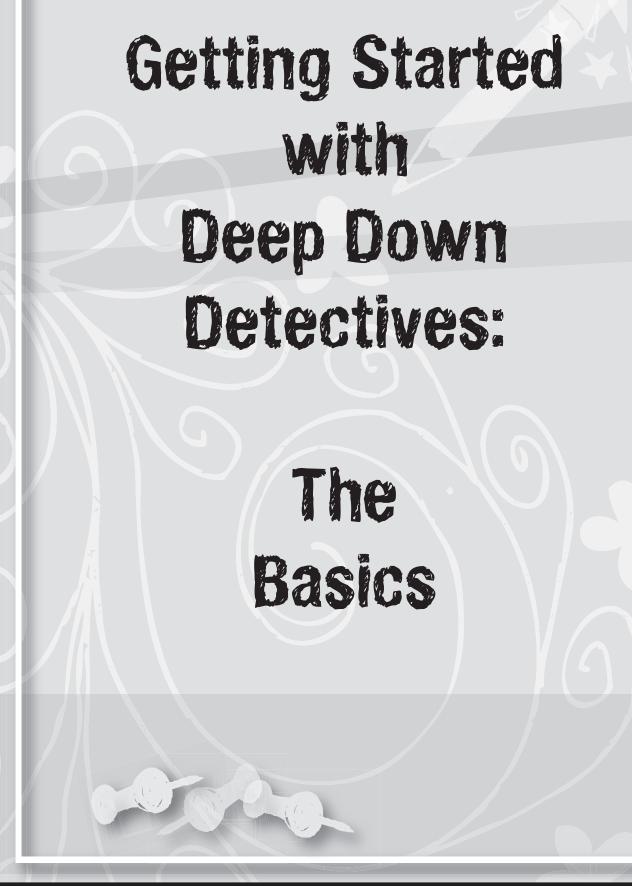
- Grocery bag or kid's grocery cart
- Empty food cartons

Treasure Hunt

- 10 small lidded plastic containers or boxes (like from a jewelry store) or wooden, hinged boxes from a craft store
- Various decorating supplies, such as fake craft jewels, glitter, glitter glue, foil paper, gold spray paint
- glue

Section 5 Getting Started with Deep Down Detectives

Getting Started: Deep Down Detectives



Getting Started: Deep Down Detectives

Get It



Order the **Praise Factory Tour: Extended Version** (or download it from the website in the Getting Started with Deep Down Detectives section). It will be your easiest, most visual way to learn about this curriculum. Order/download the **Deep Down Detectives Core Curriculum book (ESV/NIV).** Choose one of the **Deep Down Detectives Visual Aids books to use. There are Story Scene Pictures (simplest to prepare and use) or the Small Format/Large Format Storyboard (flannelgraph) pictures.**

Tour It....Three Times

1. Read through the whole Praise Factory Tour: Extended Version book once.

Learn how the Praise Factory family of curriculum is related to each other. Pay special attention to the section on Deep Down Detectives.



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2. Go back and read through just the section on Deep Down Detectives in the Tour book again.

3. Now go back and read the Deep Down Detectives section of the Tour book a third time, only this time, get out your two resource books (Deep Down Detectives Core Curriculum and, Deep Down Detectives Visual Aids books) and follow along.

This will help see how the curriculum flows and where to find each of the resources visualized in the Tour Book.

Rip It Up



The **Deep Down Detectives Visual Aids book** is meant to be taken apart. These will be made into your visual aids and story pictures used in each lesson.

You May Want to Second It



The **Deep Down Detectives Core Curriculum book** contains resources you will probably want to photocopy--such as, the lesson plans, the crafts/take home sheets, and the music for the songs. **For this reason, you might want to print out a second copy (from online) or buy a second copy of this book.** This will allow you to take apart one copy for easy photocopying and still have another one intact for reference. Or, you can photocopy a copy from your original and keep that on hand.

Choose It



Choose how you want to use the curriculum resources with your kids and your setting. There is a questionaire and other resources in the Getting Started section of the praisefactory.org website that can help you make the best custom fit for your situation. You may want to follow the curriculum as written and use them all. Or, you may want to pick and choose. Do what is best for your situation.

Prepare It and Protect It



Cut out and laminate the Big Question Box resources (Big Question and Answer; the Bible Truth Unit Concepts; the Bible Truth; the Bible Verse; and, Listening Assignment signs) as well as the storyboard pictures or Simple Story Scenes from the **Deep Down Detectives Visual Aids book.** Stick velcro on the back of the storyboard pictures to get them ready to be used in story-telling and in the Story Review game. **More information about making durable storyboard pictures/Story Scenes can be found in Appendix E of the Core Curriculum and Visual Aid books.**

Download It



Download the **zip file of unit songs** from the website. Or, download **the QR code sheets** with the songs listed on it. You can access the songs via the camera on your phone.

Getting Started with Deep Down Detectives, continued

Make It... Before You Get Started



There are a few more Deep Down Detectives resources that you need to make/buy before you use the curriculum. You need to purchase/make a **Big Question Box; a DDD "Bible" folder; and a flannelgraph storyboard**. Directions for making these are found in the **back of the Core Curriculum books in Appendix E.**

Are You Game?



Deep Down Detectives is a very active curriculum, with a number of different games suggested for each lesson. The good news is that they are used in a rotation throughout the curriculum. That means once you make these games, you store them and use them over and over (and for years to come!).

While you only need to make whatever games you choose to use with each lesson, **I strongly recommend that you make all the games before you start using the curriculum.** Get the prep work over with at the beginning and coast your way through years of enjoyment!

Store them in ziploc bags or baskets and pull them out when needed. So simple! Your teachers will love how easy it is to have an engaging learning session with so little work for them to do! Happy teachers are more likely to be repeat teachers! A full list of the games and the supplies needed to make them can be found in the back of the Core Curriculum books in Appendix B with the instructions for all the games.

Session Prep



Prepare the curriculum for your teachers. Largely, this will mean making copies of the lesson plan, the crafts and take home sheets...especially if you have already assembled the games. We give the teachers a **basket of curriculum and materials they will use to teach the class each session.** This has worked very well for us.

Don't Ignore It, Store It!



This is a curriculum that keeps on giving, year after year. If you do a good job of storing the curriculum, it will serve your church well and at little cost for many years. We store the resources for each unit in **manilla envelopes and magazine storage boxes.**

Learn More



There are many more resources online that may help you customize the curriculum to fit your learning situation. These are listed online in the Further Resources section, as well as in the Getting Started section at the Praise Factory website.

Two you might especially want to look at are:

- **From the Ground Up** (Making a Great Start in Children's Ministry and with the Praise Factory Family of Curriculum)
- Classroom Management Suggestions for Teaching Preschoolers

These are available for download or to order through Amazon.com.

See It in Action



Three times a year (the third Saturday/Sunday of March, May and September), we hold a free lunch, learn-and-look workshop and observation time here at Capitol Hill Baptist Church in Washington, D.C.

visit us in Washington, D.C.

On the Saturday, we gather for lunch and talk philosophy, child protection policy, encouraging parents, dealing with discipline issues, etc. and, of course, curriculum. After finishing up our group session, we are happy to talk to individual churches about their particular situations. Then on Sunday, we offer an opportunity to see Deep Down Detectives and the other Praise Factory curriculum in action in our classes. The registration form for these workshops can be found on the Praise Factory website.

Session Prep (especially good for newbies!)

Pray!

Pray for the Holy Spirit to be at work in your and the children's hearts.

Review



If new to the curriculum, look at the **Getting Started with Deep Down Detectives section of the Core Curriculum book.** (p.5) It will be especially helpful to read through the Deep Down Detectives section of **The Praise Factory Tour: Extended Version Book.** This is a visual way to understand what goes on in the classroom. (A pdf of the book is found in the samples section on the website.)

Look through and Learn the Lesson



Read over **lesson plan**. Practice any **songs or action rhymes** you are using. Choose/make up motions to go with these. Choose less with younger children and more with older preschoolers. **Practice the lesson with the visual aids** and using the Big Question Box/Briefcase.

Read and Rehearse the Bible Story with Pictures



Read the Bible story from the Bible. Read the curriculum version. Practice telling it with Simple Story Scenes or storyboard pictures. (If you have not previously laminated the story pictures, do that now.)

Let There Be Music



Download the music and listen to the songs. Choose which of the songs you will use with the children. If using live musicians, make sure they have the sheet music (Appendix A, Core Curriculum book).

Put the Props in Place



1. Prepare your Visual Aids. Put the Big Question, Unit Bible Truths, Bible Truth, Bible Verse, and Listening Assignment signs, as well as the Bible Story script in one side of the Bible folder.

2. Get out your storyboard. If using Simple Storyboard Scenes, put these in your BIble Folder. Or, if using the individual storyboard figures, put all background pictures in place (they have a BG by the number). Put the rest of the storyboard pictures (these have a SB by the number) in order of use in the other side of the Bible folder.

3. Put the DDD Bible Folder as well as the Big Question sign in the Big Question Box/Briefcase and shut it. If your box/briefcase has locks and you want to use the unlocking the box as part of your session, lock it now....but make sure you have the key or know the code first.

4. Prepare the music CD or sheet music or mp3 device for use in your session.

Set Out Free Play Activities



Choose and set up free time activities you will use with the children. Choose a variety of different activities that will be enjoyed by different types of children. Rotate the activities you provide to keep them interesting and fresh to your children. (Suggestions in Appendix D, Core Curriculum books.)

Prepare Any Activities



Choose which (if any) of the Bible Truth games and crafts activities you want to use in the session. Bear in mind your time frame as well as the developmental abilities and attention span of your children as you decide which/how many to prepare. **Look over the Discussion Sheet** and choose a few questions you might use to spark discussion with the children as they do their activities (especially good for ages 3's+). Pray for God to give you opportunities to talk about these things with the children.

Let Them Take It with Them

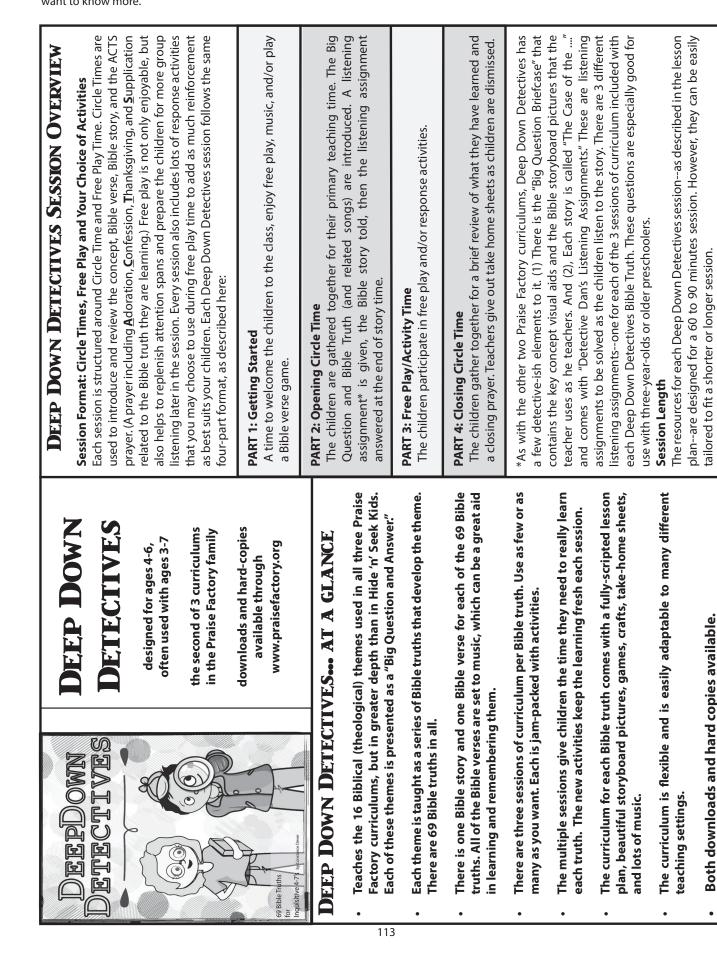
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Make copies of the craft/take home sheets, if you are not already using them as one of your activities. You may also want to make copies of the story (see take-home version of each story included in Appendix C with the other take home resources) to have for parents to use with their children at home. There's a link on each craft/take home sheet to the story, if you don't make hard copies.

Store It



After your session is over, collect the resources and store them for future use. This curriculum can be used over and over for years to come.



Deep Down Detectives Curriculum Overview Flyer

This (and the Praise Factory Tour: Extended Version book) is great to give to church leaders or other prospective teachers who want to know more.

Note: *If desired, you can start out each of the 16 units of Deep Down Detectives with one session (or more) from Hide 'n' Seek Kids curriculum. This creates a nice introduction to the over-arching theme for each unit. It would also add 16 or more sessions to the curriculum.

	DEED DOWN DETECTIVES SCODE AND S	CODE AND SECTIENCE	
UNIT	BIBLE TRUTHS TAUGHT	UNIT	BIBLE TRUTHS TAUGHT
Unit 1: The God Who Reveals Himself Q: How Can I Know What God Is Like? A: He Shows Me What He's Like!	 By the Heart He Gave Me to Know and Love Him In Everything I See All Around Me In the Bible, the Perfect Word of God In the Bible, the Perfect Word Son, Jesus Christ 	Unit 9: Jesus Christ, Immanuel, God with Us Q: What Did Jesus Come to Do? A: Jesus Came to Bring Us to God!	 He Left His Home in Heaven to Save Us He Never, Ever Disobeyed God He Taught about God and Did Amazing Things He Died on the Cross for His People's Sins He Rose from the Dead He Went Up to Rule in Heaven
Unit 2: God's Wonderful Word, the Bible Q: What's So Special about the Bible? A: It Alone Is God's Word!	 God Made Sure It Was Written Down Just Right It Tells Us about God and His Plans God Uses It to Save His People 	Unit 10: The Holy Spirit: The Indwelling God Q: What Does the Holy Spirit Do in God's People? A: He Changes Their Hearts!	 The Holy Spirit Lives in God's People The Holy Spirit Gives God's People Courage The Holy Spirit Gives God's People Wisdom The Holy Spirit Builds God's Church
Unit 3: The Good News of God, the Gospel Q: What Is the Gospel?	4. God Uses It to Change His People 1. God Made Us and We Should Obey Him 2. We Have All Disobeyed God and	Unit 11: The God Who Saves Q: How Can We Be Saved? A: It Is God's Free Gift!	 When We Trust in Jesus as Our Own Savior When We Tell God Our Sins and Turn Away from Them When the Holy Spirit Works in Our Hearts
A: Salvation though Faith in Jesus Christi	Deserve His Punishment 3. God Sent Jesus to Pay for God's People's Sins 4. God Saves All Who Repent of Their Sins and Trust in Jesus	Unit 12: God's People Live for Him Q: How Should God's People Live? A: They Should Live Like Jesus!	 By Asking God for His Help By Loving Him Most of All By Loving Other People as God Has Loved
Unit 4: The God Like None Other Q: Can Anybody Tell Me What the LORD Is Like? A: He's Not Like Anyone Else!	 He Is a Glorious Spirit He Is the One, True God He Is God the Father, Son and Holy Spirit: One God, but Three Persons He Is Everywhere, All the Time He Knows Everything There Is to Know 		 By Trusting God and Being Happy with What He Wants By Learning God's Word and Obeying It By Saying "No" to Disobeying God By Saying the Good News of Jesus By Making Much of God
Unit 5: God, the Good Creator	 He Is Perfectly Holy, Purely Good He Can Do Anything He Wants to Do He Is Always Faithful, Through and Through The Made Everything Good in Heaven and 	Unit 13: The Sustaining God Q: Why Do God's People Keep Believing in Him? A: It Is God's Sustaining Grace!	 God Alone Sustains His People God the Father Promises to Help His People Jesus Provides God's People with Everything They Need to Live for Him The Holy Spirit Works in His People The Moved for God Grant God's People
1	 He Made Everything Good in Heaven and Earth He Made People in a Special Way 	A: It is Gods Sustaining Grace!	 The Holy Spirit Works in His People The Word of God Grows God's People God Uses His People to Strengthen and Comfort Each Other
Unit 6: God, the Just and Merciful Q: How Did Bad Things Come into God's Good World? A: Bad Things Came Through Sin!	1. When Adam and Eve Chose to Disobey God 2. When It Spread to the Whole World	Unit 14: The God Who Delights in Our Prayers Q: How Does God Want Us to Pray? A: Every Night and Day!	 He Wants Us to Praise Him He Wants Us to Confess Our Sins to Him He Wants Us to Thank Him He Wants Us to Ask Him to Do Great Things
Unit 11: The God Who Saves Q; How Can We Be Saved? A: It Is God's Free Gift!	 When We Tell God Our Sins and Turn Away from Them When We Trust in Jesus As Our Own Savior When the Holy Spirit Works in Our Hearts 	Unit 15: God's People Gather Together Q: Why Do God's People Go to Church? A: To Worship God and Love One	 By Praising God for Jesus' Win over Death By Learning from God's Word, the Bible By Caring for Each Other's Needs By Telling What God Has Done and Praying By Deathing To Deach Other Turning for for
Unit 8: The God Who Loves Q: What Is God's Love for His People Like?	1. He Gave His Son, Jesus to Save Them 2 He Alwaye Takes Care of Them	Anotheri	 by Bequiting reopie with must in and live for Jesus By Remembering Jesus Died to Save Them
A: It's More than They Could Ever Deserve!	 He Uses Their Sadnesses for Good He Will Never Stop Loving His People 	Unit 16: Jesus, the Returning King Q: What Will Happen When Jesus Comes Back? A: God Will Make Everything New!	1. Jesus Will Judge All People Fairly 2. God's People Will Live Happily with God Forever

Getting Started with Deep Down Detectives:

A Lot More Details...

for those who want it

A Deeper Look

Looking for more information about Deep Down Detectives? You've come to the right place! Here's what we are going to cover in this section:

Learning More about the Deep Down Detectives Curriculum, by Resource

Learning More about the Deep Down Detectives Curriculum, by Activity

Customizing the Curriculum: Know Yourself to Know What You Need

Customizing the Curriculum: The Build-Your-Own-Curriculum Sandwich Approach

Common Customizations: Examples of How the Curriculum Is Implemented for Various Age Groups and Ministry Situations

Maiden Voyage: Testing Out the Curriculum

The Big Launch: Implementing the Curriculum in Your Situation

Protecting Your Investment: Curriculum Storage Tips

Master Supplies List for all Deep Down Detectives Games

Learning More about Deep Down Detectives Curriculum, by Resource

The extra-depth information starts here! This section will describe important features of the Deep Down Detectives curriculum. Look at each resource in the Deep Down Detectives Core Curriculum and Visual Aid books as you read below. **This first section takes a look at the major resources used in presenting the curriculum**.

Scripted Lesson Plan If the Core Curriculum books	There are three lessons of curriculum provided for each Bible Truth. Since much of the text is the same for all three lessons, only one lesson plan is needed . The different activities for each lesson are noted where they occur. The lesson plans are fully-scripted. This helps even the most inexperienced teacher to know what to say and do. They train your teachers in what to say and do, every step of the way. Notice the green squares with numbers found in the left side bar of the lesson plan. These are references to the visual aids the teacher can use with the children as she teaches.
Visual Aids	Visual aids are very important in the Deep Down Detectives curriculum. They help the children learn, and keep them focused and interested. Visual aids also help even the newest teacher teach with greater ease. All of the visual aids are used with the Big Question Box/Briefcase and are revealed as the lesson progresses. They include the Big Question and Answer sign, the Unit Bible Truths sign, the Bible Truth sign, the Bible Verse sign, the Listening Asssignments (used as the children listen to the Bible story), and the storyboard pictures used with the Bible story.
Big Question Box/ Briefcase Directions for making this are found in the back of the Deep Down Detectives Core Curriculum books	The Big Question Box/Briefcase is a simple box with a lid that you buy or make; or, you can use a briefcase with a combination lock (kids love this!). Inside the Big Question Box/Briefcase are the props for key teaching concepts (Big Question and Answer; Unit Bible Truths, the Bible Truth concept, the Bible verse and Bible story. While not absolutely necessary, the Big Question Box adds a lot of interest to the lesson.
Deep Down Detectives "Bible" Folder I DDD "Bible" Folder Directions for making this are found in the back of the Deep Down Detectives Core Curriculum and Visual Aids books	The Deep Down Detectives "Bible" Folder is a large, homemade folder made from a 22" x 28" piece of poster board. Images for the front and back of this mock Bible can be glued in place. 8.5" x 11" front and back cover images are included in the Deep Down Detectives Visual Aids in the back. Larger versions of the front and back covers are found online for download with the resources for each unit. Inside this over-sized folder, the teacher places the Bible Verse, the Listening Assignment for the Bible story, the text to the Bible story and the storyboard pictures. The point of this Bible folder is for children to begin to grasp that the truths they are learning come from the Bible.

Learning More about Deep Down Detectives Curriculum, by Resource

Two, Colorful Ways to Present	Beautiful pictures have been created to help you bring the story alive.
the Story: Simple Story Scenes OR	The Deep Down Detectives Visual Aids and Simple Story Scenes Book for each unit is the easiest way to access these pictures. There are 12-25 scenes with story text written along the bottom. You can use them from the Visual Aids books or take them out (or print them from online, or even view them online. Quick to prepare. Easy to use.
Storyboard (Flannelgraph) Pictures	Or, you can use the Storyboard Pictures , which are individual, flannelgraph pieces that you put up on a felt storyboard as you tell the story. There are two , different sizes of storyboard pictures you can choose from. The pictures in the Deep Down Detectives Small Format Visual Aids books fit on 24" x 36" to 36" x 48" storyboards . Plenty for a smaller class or home setting. Or, for larger classroom settings , choose The pictures in the Deep Down Detectives Visual Aids (Large Format Storyboard pictures) books work best on a storyboard that is AT LEAST 36" x 48" .
Directions for making these are found in the back of the Deep Down Detectives Core Curriculum and in the Visual Aids books	Those with less prep time or with less experience teaching may feel more at ease with the Simple Story Scenes. The storyboard pictures do take time to cut out and laminate. You do need to take time to learn to tell the story with them. But, the children love watching the story unfold as you put up the storyboard pictures. And, they can take an active role in helping put them up, which is of great, educational benefit. We (CHBC) actually use both. We love to tell the story with the Story Scenes; then, we have the children review the story by reconstructing it with the Storyboard Pictures. They are like a big puzzle that kids love to put together. Either or both are all great options.
Deep Down Detectives Music	Lyrics and sheet music for the songs used with each unit are actually included within the Deep Down Detectives Core Curriculum books in Appendix A.
Songs for each unit found in the back of the Core Curriculum book	
Deep Down Detectives	The audio music for each unit is included in a zip file found on the Praise Factory website with the resources for each Deep Down Detectives unit.
Audio mp3's	Download the zip file from the website to a desired location on your computer. Open the zip file by choosing the "extract" option (often shows up when you right click your mouse over the file.) Once they are extracted, you can access them.
Resources found online only with the resources for each unit	You also can play the songs right off of the website from the Deep Down Detectives "Just Music" section. And, there are QR code sheets that you can print out and access the songs via your phone's camera.

Learning More about Deep Down Detectives Curriculum, by Activity

This section describes the activities offered in the Deep Down Detectives curriculum, in order of use. Look at them in the Deep Down Detectives Core Curriculum and Visual Aids books as you read below.

Intake Activities	These are activities that help the children settle in their class and get ready for learning. They are open-ended so that any child can join in as they are checked into class. Younger children typically do a free time activity.
*	Older children typically play a Bible Verse Memory Game or take part in the Sing-along Music Time. Adding the Music, Movement & Memory Activity to the singing can be especially enjoyable for these children.
Λ	Both the Bible Verse Memory Game and the Music, Movement & Memory Activity are some of the games included in the Response Activities section of the lesson plan. There are three sets of these games suggested, enough for a new set of game for each of the three lessons included with each Bible Truth. Game directions are found in Appendix B of each Deep Down Detectives Core Curriculum book.
The Classroom Song	Transitions between activities can be difficult, particularly for preschoolers. The Classroom Song is a simple song with four verses used at transition times to make transitions easy and fun.
Cerear log fores 1 citabre Topertor	 Verse 1: The Gathering Verse invites the children to gather together to worship God. Verse 2: The Go and Play Verse dismisses the children to play time. Verse 3: Time to Go & Tell Verse transitions the children to Closing Circle Time,. It is used not only to help them remember what they have learned in class , but also to go and tell others what they've learned Verse 4: What's Our Big News Verse asks the children to think about what they will go and tell others as they are dismissed.
	The lyrics to the Classroom Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. An audio version of each verse is included in the unit music.
The Deep Down Detectives Theme Song	Circle Time opens with the curriculum theme song. It reminds the children what their learning time is about. The lyrics to the Classroom Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The song audio included with the rest of the unit songs.
The Classroom Rules Song	A major challenge and important goal with preschoolers is teaching them how to act in a more formal, group teaching setting. Remember this and do not let yourself become frustrated. Your work with the children now will make way for easier teaching as they get older. Reviewing simple and clear classroom rules, then praying for God's help with the children is a great way to start every session During the rest of the session, you may want to refer back to the rules, praising the children when they are keeping them well or reminding them of the rules when addressing problems.
	The Classroom Rules Song provides a simple, fun to sing/say chant of class rules. It helps remind children of the behavior expected of them in class.
	The lyrics to the Classroom Rules Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for this song is included in the unit music.

Two prayers are used in each session: **an Opening Prayer and an Unit ACTS** prayer.

Prayers	Two prayers are used in each session: an Opening Prayer and an Unit ACTS prayer.
	The Opening Prayer stays the same for every session of Deep Down Detectives. It is a prayer asking for God's help to keep the class rules and to learn about Him.
	The Opening Prayer can be introduced with the "Let's Pray!" Song/rhyme.
	The ACTS Prayer changes with each Bible Truth. It is called an ACTS prayer because it incorporates four elements of prayer: Adoration (praising God for who He is); Confession (asking forgiveness for our sins); Thanksgiving (thanking God for what He's done, especially through Jesus); and, Supplication (asking God to do great things). It centers around the Bible Truth the children are learning. The ACTS prayer for each Bible Truth can be introduced by the ACTS Prayer Song , which helps familiarize the children with the four elements of prayer represented by A,C,T, and S.
	The lyrics to "Let's Pray" and the "ACTS Prayer Song" are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for these songs is in the unit music.
The Big Question & Answer	The Big Question and Answer is introduced by the use of a 8 ¹ / ₂ " x 11" two-sided Big Question and Answer sign. This sign is hidden in The Big Question Box/Briefcase , a simple box with a lid you can buy or make; or, a briefcase. (Suggestions for making or buying one included in the Core Curriculum books in Appendix E).
He shows me what Hes like The Big Question Box	The children sing/say the Big Question Box/Briefcase Song , then the teacher or a designated child opens the box/briefcase and gives it to the teacher to hold up and read to the children. The teacher and children then sing the Big Q & A Song : the Big Question and Answer set to the tune of a familiar nursery rhyme.
Song Puestion Briefcase	The words to the Big Question Box Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for this song is included the unit music.
Big Question Action Rhyme and Song	The meaning of the Big Question and Answer is explained by use of an action rhyme. The action rhyme includes actions that you can do as you say it. Use as few or as many of the actions as you deem appropriate for your children.
	Or, you can sing the Big Question Song , which incorporates the same concepts into a song.
	The lyrics to the Big Question Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for this song is in the unit music.
Unit Bible Truths	Having learned the Big Question and Answer for the unit, now it's time to introduce the Bible Truths about this Big Question that the children will be learning. The teacher holds up the Unit Bible Truths sign that show all the Bible Truths in the unit. (There are anywhere

from two to eight truths in a unit). He tells the class that these are the truths they will be learning about the Big Question, one by one. This helps the children to group the truths together and review what they are as they progress through the unit.

<section-header></section-header>	Having shown the children all the Bible Truths, the teacher is now ready to focus in on the one of the Bible Truths. The teacher/designated child will take the Bible Truth Clue sign out of the Big Question Box/Briefcase and show it to the class. At first, he only shows them the words on the top of the sign (use one hand to cover up the answer along the sign's bottom). He reads the words along the top, emphasizing the word that is missing. The class listens to the clue hint and works together to come up with the missing word. The teacher reveals the answer, then reads the meaning of the Bible Truth off of the back of the sign (or from the lesson plan.) There are three lessons for each Bible Truth, allowing the children to learn and master the concept before moving onto the next one.
The Bible Chant	The kids prepare to hear teaching from the Bible by singing/saying the Bible Chant Song. This is a simple jingle that reminds the kids that the Bible is very special because it alone is God's Word.
Ê Ê E	The lyrics to the Bible Chant are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for this song is in the unit music.
The Deep Down Detectives "Bible" Folder	After singing the Bible Chant song, the teacher/designated child pulls out the Deep Down Detectives"Bible" Folder from the Big Question Box/Briefcase. As explained previously, the point of this Bible folder is for children to begin to grasp that the truths they are learning come from the Bible. The Deep Down Detectives "Bible" Folder is a large, homemade folder made from a 22" x 28" piece of poster board. Images for the front and back of this mock Bible can be glued in place. Inside this over-sized folder, the teacher places the Bible Verse, the Listening Assignment for the Bible story, the text to the Bible story and the storyboard pictures.
The Bible Verse and Song	The first thing that the teachers pulls out of the "Bible" folder in the Bible verse. Only one Bible verse is taught with each Bible truth. This gives the children three lessons to really learn the verse and its meaningnot just hear it and forget it. The Bible verse is reinforced even more through the Bible Verse Song. This song is used as part of the regular teaching time in Circle Time, as well as in the Music, Movement and Memory activities, described next. These activities provide even more opportunities for learning the verse. The lyrics to the Bible Verse Song are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for this song is in the unit music.
The Bible Story and Resources	Only one Bible story is used in each Bible truth. Instead of tiring of hearing the same story for three lessons, the children are delighted to have a chance to master it.
	Optional actions/questions are woven into the story text. Two different types of colorful resources help you bring the story alive. Choose the easier-to-prepare Simple Story Scenes (12-25 picture scenes with story text along the bottom. Or, the Storyboard (Flannelgraph) Pictures. (These are individual, flannelgraph pieces that you put up on a felt storyboard as you tell the story.) These come in two sizes of pictures to suit small or large classroom needs.
	These resources can be found in the Deep Down Detectives Visual Aids books.
	Directions for making a homemade storyboard board and for making durable storyboard pictures/story scenes are found in the back of the Core Curriculum and Visual Aid books.

Story Response Songs



There is a hymn and a praise song that you may choose to close Opening Circle Time with. Each unit features a different pair of response songs, related to the unit Big Question and Answer. This gives the children many lessons to learn these songs. A short unit tie-in description is included with each song.

The words to these two songs are included in the lesson plan. Large format lyrics and sheet music are included in Appendix A of each Deep Down Detectives Core Curriculum book. The audio for this song is in the unit music.

Response Activities: Games and Crafts

After Opening Circle Time, the children can either enjoy free play (**see Core Curriculum Appendix D for suggestions)** or one of the many game or craft activities. The games and crafts are all created to help reinforce the truths the children have just learned in Circle Time. These are all created to help reinforce the truths the children have just learned in Circle Time.

There are **three**, **different games suggested for each lesson:** the Bible Verse Game, the Bible Story Game, and the Music, Movement & Memory Activity. And, there is a **simple coloring craft/take home sheet for each of the three lessons, as well as three extra crafts that can be used at any time.**

Because there are so many response activities, some teachers like to incorporate some of them as Intake Activities at the beginning of a session.

Let's look at each of these activities, starting on the next page.

Response Activities: Games



The Bible Verse



The Bible Story Review Game



Music, Movement & Memory Activity



When Opening Circle Time ends, the children can either enjoy free play or one of the many game or craft activities. The games are referenced in the lesson plans, but are listed in Appendix B at the back of each Deep Down Detectives Curriculum book. The crafts are referenced in the lesson plan, but instructions and any pages to be photocopied are found in Appendix C at the back of each Deep Down Detectives Curriculum book.

Let's look at the games, then the crafts.

The Bible Verse Game helps the children learn the Bible verse and think about what it means. The Bible verse games are referenced in the curriculum, but listed in Appendix B in each Deep Down Detectives Core Curriculum book.

The **Bible Story Review Game** helps the children think about what they learned in the story. It uses the **Storyboard Pictures** from the Bible story. **The Bible Story games are referenced in the curriculum, but listed in Appendix B in each Deep Down Detectives Core Curriculum book.**

The Music, Movement & Memory Activities have the children do certain movement or use **simple homemade (or store bought) musical instruments,** as they sing songs or say the Bible verse. A **simple hymn** and **praise song** as well as the **Bible Verse Songs** and **Big Question Song** are suggested for use. A short blurb describing how each song ties in with the Bible Truth concept is given. The Music, Movement & Memory Activities are referenced in the curriculum, but listed in Appendix B in each Deep Down Detectives Core Curriculum book.

The lyrics and sheet music to these songs are included in the Core Curriculum books. The audio for these songs is found with each unit's music.

All three of these activities are part of a **collection of games that can be assembled ahead of time, then stored** for use throughout the curriculum on a rotation basis. This makes it easy to keep each lesson active and fun, but with less prep work. **A complete list of supplies need to make the games is included in later in this chapter and in Appendix B of each Core Curriculum book.**

A coloring page is provided for each of a Bible Truth's three lessons. On the back of each

page are the key concepts, a few questions; an ACTS prayer; and, a song/s for parents to use with their children that act as a take home sheet. There is a different emphasis for each

lesson's coloring sheet that corresponds with the listening assignment for the lesson:

Response
Activities:
CraftsThere are both coloring pages/take home sheets as well as a few extra crafts available with
each Bible Truth. The crafts are referenced in the lesson plan, but instructions and any
pages to be photocopied are found in Appendix C at the back of each Deep Down
Detectives Core Curriculum book.

Coloring Pages/ Take Home Sheets

Lesson 1 Coloring Sheet Emphasis: The Bible Truth Lesson 2 Coloring Sheet Emphasis: The Bible Verse Lesson 3 Coloring Sheet Emphasis: The ACTS Prayer

While these are simple, coloring sheets, they can be easily turned into something more. Upgrade your coloring sheet to a more interesting craft by offering simple embellishments, such as jiggly eyes, craft sand, glitter, glitter glue, colored paper dots (made with a hole punch), fabric scraps, etc. Make cut-to-size glued-on clothes, hair, etc. for characters by using a copy of the coloring sheet, cutting out the selected portions and making them the patterns for whatever you want to cut out of fabric, paper, foil, etc.

Getting Started: Deep Dow	<i>i</i> n Detectives		
Response	With each Bible Truth, there are three extra crafts included for use at any time.		
Activities: Crafts Extra Crafts	These are a Go-and-Tell Craft ; a Bible Story Coloring Picture and a Bible Story Puzzle (which is the Storyboard Picture Placement page from the story, which you can cut out into the appropriate number of puzzle pieces for your children, then re-assembled by them).		
	Like the other crafts in the curriculum, these extra crafts are referenced in the lesson plan, but instructions and any pages to be photocopied are found in Appendix C at the back of each Deep Down Detectives Core Curriculum book.		
Response Activities: Discussion Sheet	The discussion sheet contains questions about the key concepts used in the Bible Truth. These can be used to spark good conversation as the children are coloring. They can also be used as part of the games and other activities to add even more depth.		
Discussion Questions for Activities	They are most appropriate for use with children ages 3 and up.		
Take Home	There is a different coloring page/take home sheet for each of the three lessons provided		
Resources	for every Bible Truth. Each take home sheet has a slightly different emphasis, but they all include the key concepts and a few questions. They also tell parents where they can		
Coloring Pages/ Take Home Sheets	find the full script to Bible story and other resources on the Praise Factory website (in the Parents' Resource section for the curriculum), if they want to use them at home with their children.		
	The front side is the coloring page and the back side is the take home sheet. The coloring pages/take home sheets are referenced in the lesson plan, but the pages to be photocopied are found in Appendix C at the back of each Deep Down Detectives Core Curriculum book.		
Take Home Version of the Bible Story	There is also a take home version of the story that you can give out along with the take home sheets. This is also available online in the Deep Down Detectives parents' resources section.		
	This version of the Bible story is referenced in the lesson plan, but is included in Appendix C at the back of each Deep Down Detectives Core Curriculum book. It is also available online in the Deep Down Detectives Parent Resource section, as parents are reminded on each take home sheet along the bottom.		
Music Resources	Lyrics and sheet music for the songs used with each Bible Truth are included within the Deep Down Detectives Core Curriculum books.		
Lyrics and Sheet Music	Each leson plan includes the lyrics to the core songs used with each Bible Truth. Large format lyrics and sheet music for the songs is included in Appendix A of each Core Curriculum book.		
	Frequently, the lesson plan references extra songs. The lyrics and sheet music to these extra songs are only found in Appendix A with the other unit songs.		
audio			
mp3's of the songs	The songs can be downloaded from the praisefactory.org website. There are 16 zip files of mp3s of songs, one for each of the 16 Deep Down Detectives units. You can also listen to them on the website in multiple locations, including the Parent Resource section.		
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Customizing the Curriculum: Know Yourself to Know What You Need

A good, curriculum custom-fit starts with thinking carefully about those involved. Here are six, key factors to consider. (The Children's Ministry Questionnaire will guide you through these issues in much greater depth.)

consider. (The enhalter's Ministry Questionnaire will guide you through these issues in much greater deptili,			
Your Children's Abilities	Your Teachers' Agility	Your Time Capacity	
+ readers/pre-readers?	+ teaching experience	+ Thirty minutes or one hour?	
+ age groupings in the same class	+ experience with children	+ Once a week/five days a week?	
+ attention span	+ classroom experience	+ A camp session/a V.B.S	
+ exposure to the gospel? + etc.	+ their own spiritual maturity + etc.	+ School year/a full year? + etc.	
Who are we? What do we need? What should we do?			
Your Teaching Locality	Your Ministry Priorities	Your Practicalities	
+ Home, church or school?	+ Who gives you spiritual oversight?	+ What is your budget?	
+ Urban, suburban or rural?	+ What do they want you to teach?+ Are they willing to look over the	+ Who will prepare the curriculum? + How much time do they have?	
+ Storage space available? + Classroom size?	curriculum/help find and screen	+ Is there anyone willing/able to	
+ etc.	teachers?	oversee the start up and implement-	
	+ etc.	ation of a new curriculum?	

T

Customizing the Curriculum: Build-Your-Own-Curriculum Sandwich

Ktray	hould do. Now it's time to customize f this process as similar to creating you as to be there, then add in extras unt meat-only" sandwich, needing only th the works"the whole curriculum, jus n between. The important thing is to	It you need, what you can do, and what you can your own curriculum version. We like to think ur favorite sandwich. Start with what you know il you get just what you want. You might be a ne very basics of the curriculum. Or, you want t as it is written. Many people use something keep in mind the specifics of your teachers; d, your ministry situation. Then build your own works best for you. Bon appetit!
1. Start with the Meat: Core Curriculum	 Resources: Big Question and Answer Bible Truth Bible Verse Bible Story 	These are the backbone of biblical truth for the curriculum. You really only have to have these. Everything else is extra!
2. Choose Your Cheese: Response Activities	Resources: • Bible Memory Game • Bible Story Review Game • Music, Movement & Memory • Crafts	Response activities are second in importance only to the "meat." They are enjoyable, hands- on activities that help the children learn and retain the "meat" of biblical truths.
3. Add the Lettuce: Intake Activities	Resources: • Free Play • Activity Centers • Unit Songs • Bible Memory Game	Intake Activities are a nice addition to your curriculum "sandwich", but you don't have to have them. They often help the children settle better in class and prepare them for learning.
4. Throw on Extra Veggie Zesty Extras	 Resources: Deep Down Detectives Song Classroom Rules Chant The Big Question Box Song The Bible Song Let's Pray Song ACTS Prayer Song 	These are few extras that add zest to the curriculum. The Classroom Rules Song is especially helpful for reminding the children of expected classroom behavior in a fun way.
5. Spread on Condiment Transitions	s: Resources: • The Classroom Song (4 verses)	Harnessing the transition points in your curriculum can make teaching much easier for your teachers and actually fun for your kids. The Deep Down Detectives curriculum uses music to structure and teach the children through every transition.
6. Choose Your Bread: Curriculum Presentation Features	 Resources: Big Question Box/Briefcase Storyboard Pictures 	These are resources that are used to present the curriculum to the children. They help keep the children focus and make the learning more visual and interactive.
7. Prepare It for Carry Or Take Home Resources	 Resources: Coloring Sheet/Take Home Sheet for each lesson Take Home version of each story 	Take home resources are a great way for parents to know what their children are learning and to provide them with a tool for further discussion.

Common Customizations: Age Groups

Having considered these questions, put this information to work to build your version of the curriculum.

Here are some ways we have customized the curriculum or seen it customized by others:

GENERAL OBSERVATIONS: You are doing well just to get these children to begin to sit as a group. Build up to this, as they get adjusted to a classroom setting. Set your expectations LOW! Helping the children learn how to be a group prepares them for learning more later and even more being able to join in the church service better. This, by itself, is a job well-done. NUMBER OF LESSONS OF A UNIT USED: All three lessons for sure! Repetition is great for these kids! But, if you go at this rate, you will not get very far through the 69 Bible Truths in a
year. Consider using Hide 'n' Seek Kids instead.
SUGGESTIONS FOR HOW TO USE THE CURRICULUM: Opening Activity Time:
 Free play time as they come to class You can have unit music playing in the background Use the Classroom Songs to begin to teach them about transitions
 Opening Circle Time: Use the Big Question Box/Briefcase Teach them the Big Question Sing the Big Question Song (short, nursery rhyme version) Tell them the Bible Verse (maybe sing the song) Tell the Bible story, using the storyboard Do not expect these children to be able to do the listening assignment. End with the ACTS prayer or an even shorter prayer, if attention is lagging.
 Response Activity Time: Dismiss to free play time. You can have unit music playing in the background. Offer the coloring sheet/take home sheet craft after they have played for a while. You MIGHT be able to weave a few of the discussion questions into your conversations with the children as they play or do their coloring sheet but don't count on it. It's just fine if they don't! They are only two years old!
 Closing Circle Time: Use the Classroom Songs to gather them back together. Ask them the Big Question and Answer and sing the short Big Question Song again. End with the ACTS prayer or an even shorter prayer, if attention is lagging.
 Dismissal: Give out the take home version of the Bible Story, the day you start a new unit. Give out coloring sheet/take home sheet for the lesson.

Common Customizations: Age Groups

CUSTOMIZE BY: Age Group	
3 year olds	GENERAL OBSERVATIONS: This age group can enjoy much of this curriculum.
	NUMBER OF LESSONS OF A UNIT USED: All three lessons for sure! Repetition is great for these kids! But, if you go at this rate, you will not get very far through the 69 Bible Truths in a year. Consider using Hide 'n' Seek Kids instead.
	HOW TO USE THE CURRICULUM: As written, except the listening questions will be a new concept to this children of this age. This is the new skill you will be working on to give the children. It may take a while to get them used to holding on to a question or two as they listen. You might even want to remind them of the questions as you read the story. (This is another way we help these children prepare to gather with the congregation and be ready to learn from a sermon. And, be careful not to overwhelm them with too many discussion questions. Choose a few and repeat them when playing the games. Add in more as they master the answers to your initial ones.
4-5 year olds OR 2-5 year olds as one class	GENERAL OBSERVATIONS: 4-5 year olds: The concepts of the curriculum are still very good for this age group, but three years repeating it (if you use it with 2's and 3's, too) is a bit much. I would move on to Deep Down Detectives, if I was using Hide 'n' Seek Kids already with 2's and 3's. However, if this curriculum is being introduced with this age group, it will be great for them.
	2-5 year olds as one class: You are combining children with fairly different developmental abilities. While one teacher is teaching, the other teacher may need to be quietly tending to the 2 year olds as their attention span fades.
	NUMBER OF LESSONS OF A UNIT USED: These children will do best with 2-3 lessons of the three included with each Bible Truth. We do two concepts per month of Sundays. That 2 lessons from Bible Truth, then 2 lessons from the next Bible Truth. Or, in months with five Sundays, you would choose to do 2 lessons from one Bible Truth and 3 lessons from the next. You will complete the curriculum in about 2 1/2 years at this rate.
	HOW TO USE THE CURRICULUM: As written. Definitely introduce the longer, full Big Question Songs, not just the short nursery songs with these groups.
	And, for those who have combined 2-5 year olds, having the children do the suggested actions that go with the full, Big Question Songs can be a great chance for the little 2-year-olds to get some wiggles out.
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Common Customizations: Age Groups

CUSTOMIZE BY: Age Group	
pre-K & K	GENERAL OBSERVATIONS:
Pro rearr	The concepts of the curriculum were especially created with this age group in mind.
	NUMBER OF LESSONS OF A UNIT USED:
	These children will do best with 2 lessons of the three included with each Bible Truth. We do two concepts per month of Sundays. That 2 lessons from Bible Truth, then 2 lessons from
	the next Bible Truth. Or, in months with five Sundays, you would choose to do 2 lessons
	from one Bible Truth and 3 lessons from the next. You will complete the curriculum in
	about 2 1/2 years at this rate.
	HOW TO USE THE CURRICULUM:
	As written. Definitely introduce the longer, full Big Question Songs, not just the short
	nursery songs with this group.
K-2nd grade	GENERAL OBSERVATIONS:
j	The concepts of the curriculum can still very good for this age group, but you are bumping
	up against its outer limits. I would move on to Deep Down Detectives, if I was using Hide'n'
	Seek Kids with the preschoolers. However, if this curriculum is being introduced with this
	age group, it will be great for them.
	NUMBER OF LESSONS OF A BIBLE TRUTH USED:
	These older children will do best with 1 to 2 lessons of the three included with each Bible
	Truth. You will probably bore them if you repeat beyond this point.
	HOW TO USE THE CURRICULUM:
	Definitely introduce the longer, full Big Question Songs, not just the short nursery songs
	with this group.
	I would either do:
	two, full lessons per Bible Truth;
	OR,
	I would do one full lesson per Bible Truth, then use the Opening Activity time of the
	next session to review the previous session's concepts by playing the Bible Story game/
	Bible Verse Review Game/singing the songs). I would then introduce the next Bible Truth concepts in Opening Circle Time.

Common Customizations: Teaching Situations

CUSTOMIZE BY: Teaching Situation	How to Structure the Curriculum
Single Session One, 60-90 minute session on a lesson, in one day, once a week examples: Sunday School, Church Hour, Mid-week programs	As written. If you do not really have 60 minutes of actual teaching time, you will need to choose what not to use. Choose what you think is most important to have in your session, then continue to add in elements until you have filled up your time budget.
Double Session Two 60-90 minute sessions, on the same lesson, in one day, once a week examples: Sunday School PLUS Church Hour OR, Sunday Morning PLUS Sunday Evening OR, Sunday Morning PLUS Wednesday Evening	 (This is how we use the curriculum here at CHBC) First session of the Double: Use Opening Activity Opening Circle Time And choose an activity Fill in extra time with free play activities snack and potty break Second session of the Double: Review Opening Circle Time Choose another activity Fill in extra time with free play activities
Daycare/Schools Bible Class	 Schools vary in how many days they teach Bible. Some will have a daily Bible class. Others, will have it only certain days. Here's a suggestion for one Bible Truth a week, 5 days a week Bible class for preschoolers: Typically, each session you will be: Reminding the children of the Big Question and Bible verse; Telling them the Bible story (or asking them questions to review it); Singing the songs; and, Following up with a response activity. There are three lessons in each Bible Truth, with a listening assignment for each lesson. each with a coloring page, and three games; plus, three extra crafts. That makes 12 activities, plus the three extra crafts. Plenty for a week of Bible classes for little preschoolers. You could read the story on Monday, Wednesday and Friday, using a different listening activity each time. Use the coloring sheet corresponds to the listening activity on those days. Then, the other two days of the week, use the games to review what they have learned. With 16 units of 67 Bible truths, this gives you about two academic years of curriculum.
Camps, VBS and Short-term Missions Trips	Since camps, VBS and mission trips usually involve both preschoolers and elementary school children, you will do best use two or three of the Praise Factory family of curriculum to meet everyone's needs. At the end of this introduction section, we provide suggested schedules for these ministry situations. We also have included how the Bible Truths across all three curriculums line up so you can coordinate the truths you are teaching across all of the age groups/curriculums.

Maiden Voyage: Testing Out the Curriculum

At last it's time to try out the curriculum on your kids. As mentioned before, our favorite way to try out a new curriculum is with a smaller group of children (of the more-likely-to be-well-behaved variety), when there is an opportunity to do so. This gives the curriculum its best test-run. Ideally, you want to give any curriculum a few sessions trial period. New curriculum is new curriculum. Teachers will be getting used to it as will the kids. You may choose to dive in the deep end and introduce the whole curriculum to the children at once. As you introduce the curriculum to your children, also remember that everything will be new to them at first. New ideas and structures use up a lot more attention and energy than when they are familiar and routineand it takes time for them to become routine. Be patient! Expect this!
Or, you may take the gradual approach, deciding on lesson elements to introduce gradually, then adding more in as you go. Think about the routine the children are used to in your classroom already. What works? What doesn't work? Slot Deep Down Detectives resources into the parts of your current framework that work best with your children, then gradually build from there.
For example, you might want to start with just the Bible story and Bible verse the first lesson, adding other elements the second lesson, and so on. Also, realize that the children will be doing a lot more watching and a lot less direct participation at first as they are learning the routine.
Give yourself and the children a few lessons to settle into the routine before deciding what is the right amount of activities to include each week. As the children get used to the lesson routine, you will find the children have more attention and energy to devote to the learning activities.
As you test-run the curriculum, you will probably want to evaluate and make changes. Reflect on how the teaching session goes, after each of your test runs and make any necessary changes. As you get closer to a good fit, add in more conditions like the typical classroomsuch as your crazier kids, etc See how the curriculum works with these new elements. Make more changes until you feel good about your fit.

The Real Laun	ch: Implementing the Curriculum in Your Situation
Sign Post It	Once you have figured out what works best for your children and those teaching the curriculum, put sign posts in place in the classroom. If you found that certain activities work better in a certain part of the room (such as games or craft time), put up a sign on the wall near that area indicating that. Or, put down a rug where you want to have Circle Time.
Choose and Train Your Load-Bearers	If the curriculum follows a set time schedule, display the schedule on the wall in large print so a teacher can with just a glance know what he/she should be doing. Signpost where you store your curriculum resources (games, curriculum, music, craft supplies, etc), too, so that even the newest teacher can easily find what he/she needs. Once you feel that you have adjusted the curriculum to a good fit for teacher and children, begin to train others in how to teach it, too. Ideally, this starts as a mentoring experience between you and another teacher (preferably two). You are looking for people who are willing to learn the curriculum inside-out until they can teach it well themselves and can later train others in it, too. I call these teachers, "load-bearers," because they will share the weight of implementing the new curriculum. First, have your load-bearers come observe you as you teach the curriculum. Have them read the introductory materials and the curriculum lesson plan before they observe. After class, de-brief with them about the session. Have them continue to come for a number of session, gradually handing over the teaching responsibilities until they are comfortable and confident.
Bring the Parents Up to Speed	Make sure to include parents in your launch! Communicate with them about the change in curriculum that is happening. Hold a meeting. Send out an email. Hand out the Deep Down Detectives flyer (pgs. 7-8, Core Curriculum books). Ask them to parents. Invite their feedback. Make them your partners, after all, it is them and their kids you hope to help.
Add Others	With your load-bearers in place and confident in the curriculum, you can now begin to look for more potential teachers to be trained. The load-bearers will then follow the same steps as you took with them: having them observe, then gradually take teaching responsibilities, de-briefing after each session. Continue until they are confident.
Want to See More?	 Three times a year (the third Saturday/Sunday of March, May and September), we hold a free lunch, learn-and-look workshop and observation time here at Capitol Hill Baptist Church in Washington, D.C. On Saturday, we gather for lunch and talk philosophy; child protection policy; encouraging parents; recruiting teachers; dealing with discipline issues; etc; and, of course, curriculum. After finishing up our group session, we are happy to talk to individual churches about their particular situations. Then on Sunday, we offer an opportunity to see Deep Down Detectives and the other Praise Factory curriculum in action in our classes. This can be a great way to help others understand and get excited about the curriculum. The registration form for these workshops can be found on the Praise Factory website.
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The Real Launch: Implementing the Curriculum in Your Situation

Protect Your Investment: Tips on Storing the Curriculum for Future Use

This is a curriculum that keeps on giving year after year. Everything is re-used. If you do a good job storing the curriculum, it will serve your church well and at little cost for many years.

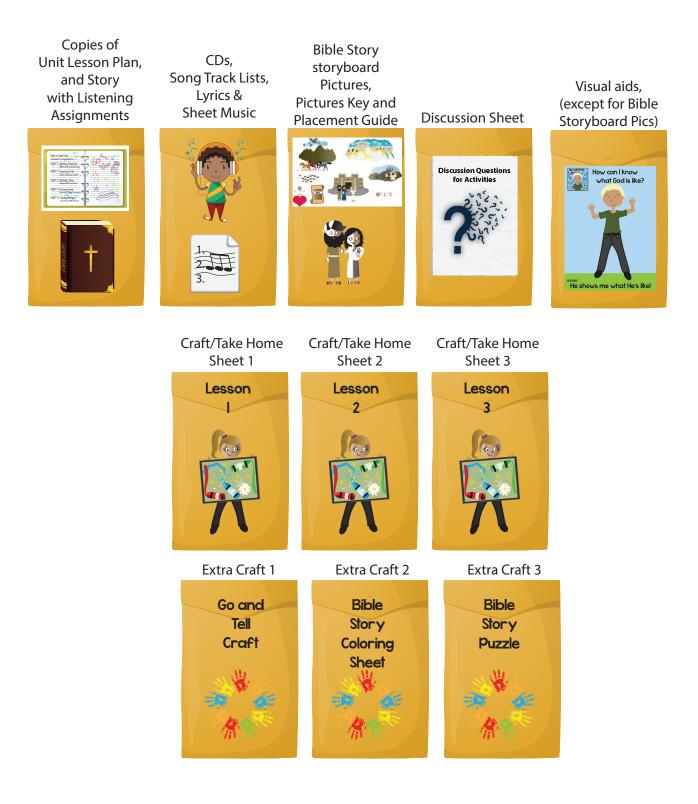
Here are two ideas to help you:

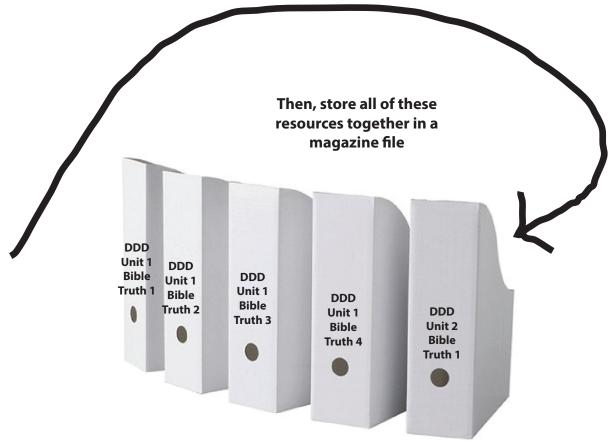
Idea #1: If you are teaching only a small group of children:



Protect Your Investment: Tips on Storing the Curriculum for Future Use

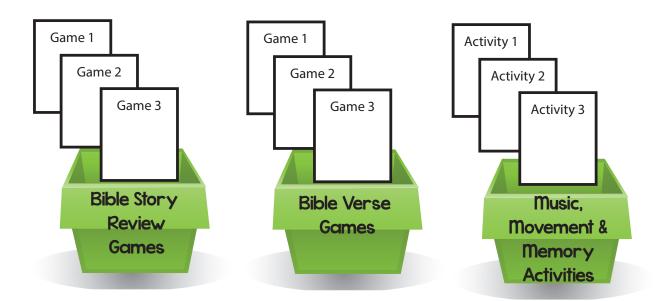
Idea #2: If you are teaching a large group of children (like we do at CHBC), you may want to have a separate envelope for each resource type.





Protect Your Investment: Tips on Storing the Curriculum for Future Use

Store your games in separate ziploc bags and put them in bins.:



Master Supplies List for All Deep Down Detectives Games

Deep Down Detectives uses many games. The good news is, they are simply made and they are re-used throughout the whole curriculum. Make sure you save the games you make and it will save you a lot of time later.

This is the full list of the games and the supplies needed in the Deep Down Detectives Curriculum. While you only need to make whatever games you choose to use with each lesson, **I strongly recommend that you make all the games before you start using the curriculum.** Get the prep work over with at the beginning and coast your way through years of enjoyment! Store them in ziploc bags or baskets and pull them out when needed. So simple!

Bible Verse Games

Lily Pad Jump

- Cube-shaped cardboard box,
- paper,
- glue,
- marker

Animal Cube

- Cube-shaped cardboard box,
- paper,
- glue,
- marker

Simon Says How

- Cube-shaped Cardboard box
- Paper, glue, and a marker

Bean Bag Catch

- 1 bean bag per every 2 children (or every child)
- NOTE: Can also fill socks with beans and tie open end to make beanbags.

Slap, Clap and Stack

• 10 or 12 Blocks or other stackable objects

Freeze 'n' Say

Music and CD/Tape player

Fill 'er Up

- 1 bean bag per child
- NOTE: Can also fill socks with beans and tie open end to make beanbags.
- Cardboard box or laundry basket
- Carpet squares, 1 per child

Loud and Soft, Big and Little

• none

Bible Verse Games

Roll 'n' Toss

- Cube-shaped Cardboard box
- Paper, glue, and a marker
- 1 bouncy ball per 2 children

Duck, Duck, Goose

• none

Deep Down Detective Mission Madness Practice

 Detective Gear, such as a trench coat, sunglasses, and a hat

Block Clapping

2 wooden blocks per child, preferably about 3"x
 2", as found in many children's block sets

Meet, Greet, and Keep It Up

- 16 oz cups, 1 per child (with some extras)
- 2 pieces of rope as long as a line of children
- Masking tape

Master Supplies List for All Deep Down Detectives Games, continued

Music, Movement & Memory

Thumping Drums

- 1 Oatmeal container/coffee can with lid per drum
- Tape
- Popcorn, rice, beans, etc.
- Wooden spoons, dowels, unsharpened pencils, if desired, for mallets

Say, Spring Up and Shout

Bean bags, one per child

Freeze Frame

• Some kind of fun hat or clothing for the leader to wear

Egg Shakers

- Empty Easter eggs
- Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc.
- Glue and glue gun OR strong packing tape

Jingle Bell Hands

- 1 6" piece of sturdy string
- 4 or 5 jingle bells, available in most craft shops

Sing, Dance, and Fall Down

Optional: Bean bags, one per child

Big Voice, Little Voice

• none

Bottle Shakers

- 1 empty 16 oz. soda bottle per shaker
- Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc.
- Glue and glue gun OR strong packing tape

March 'n' Say

• Optional: A fun hat for the leader of the march, or for everyone in the march

Clap, Tap and Say

none

Lullabies, Bells and Lions

Bell

Music, Movement & Memory

Musical Squares

Carpet Squares, enough for all of the children (or chairs)

Block Clappers

• 2 wooden blocks per child, preferably about 3"x 2", as found in many children's block sets

Master Supplies List for All Deep Down Detectives Games, continued

Story Review Games

Going Fishing

- One long wooden dowel, yardstick, etc. per fishing pole
- Yarn
- Paper clip per fishing pole
- Rope
- Two chairs
- Blanket
- Box/bucket/container
- Bucket

Pony Express

- manila envelopes, one per storyboard picture
- Kid's small backpack or a tote bag with a strap
- Basket
- Cowboy hat
- Stick horse or a broom

Fix Up the Mix Up

None

Can You Remember?

Index cards

Deep Down Detectives Clue Hunt

- Variety of interesting items that have one or more places to hide a storyboard picture
- Detective Hat
- 4 False Clues (included on the next page)
- CD Player and Deep Down Detectives Theme
 Song

Clothespin Line Up and Drop

- Rope
- Clothespins, the hinged type
- Shoe box
- Tape

Who's in the Basket?

- Blanket
- Basket

Run to the Grocery Store

- Grocery bag or kid's grocery cart
- Empty food cartons

Story Review Games

Treasure Hunt

- 10 small lidded plastic containers or boxes (like from a jewelry store) or wooden, hinged boxes from a craft store
- Various decorating supplies, such as fake craft jewels, glitter, glitter glue, foil paper, gold spray paint
- glue

Take Me Through the Tunnel

- Chairs or Table
- Sheet or blanket
- Box

Missing in Action

None

Who's Inside?

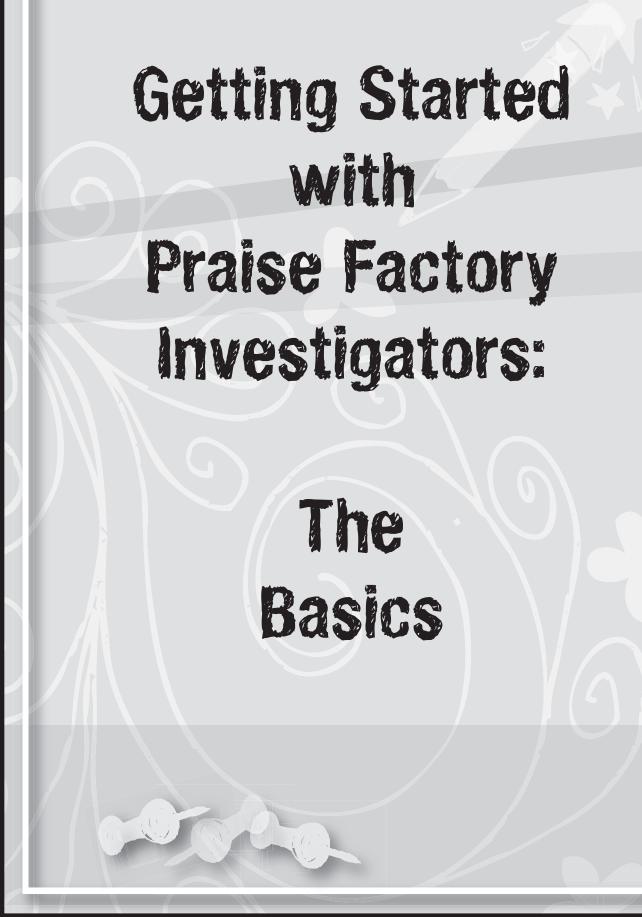
• 10 different containers with lids

Look Who's Coming Down the Tracks

- Two shoe boxes
- 6' or so of rope
- Optional: Engineer's hat

Section 6 **Getting Started** with **Praise Factory** Investigators

Getting Started: Praise Factory Investigators



Get It



Order the Praise Factory Tour: Extended Version (or follow along on the website in the Tour section). It is going to be your easiest, most visual way to learn about this curriculum. Order/ download the Praise Factory Investigators ESV or NIV Unit Core Curriculum, Praise Factory Investigators ESV or NIV Unit Songbook, and the Praise Factory Investigators ESV or NIV Unit **Prontos**, for Unit 1, or whichever unit you want to do.

Tour It....Three Times

10ur 111	ree rimes			
1	1. Read through the whole Praise Factory Tour book once. Learn how the Praise Factory family of curriculum is related to each other. Pay special attention the section on Praise Factory Investigators.			
2	2. Go back and read through just the section on Praise Factory Investigators in the Tour book again.			
3	3. Now go back and read the Praise Factory Investigators section of the Tour book a third time, only this time, get out your curriculum books: Praise Factory Investigators ESV or NIV Unit Core Curriculum, Praise Factory Investigators ESV or NIV Unit Songbook, and the Praise Factory Investigators ESV or NIV Unit Songbook, and the Praise Factory Investigators ESV or NIV Unit Prontos and follow along. This will help see how the curriculum flows and where to find each of the resources visualized in the Tour Book.			
Take Note				
	A few things to notice about the curriculum: 1. The resources for every Bible Truth always include the same set of resources and are always presented in the same order. Get to know the resources of one Bible Truth and you know them for all. 2. There is one Bible verse, but three stories for each Bible Truth: an Old Testament, a New Testament, and a Church History/Missions story. 3. The Unit Core Curriculum has almost everything your teachers will use in the classroom. Notice that there is only lesson plan used for all three lessons for each Bible Truth. That's because the basic Bible truths are the same. Stories, questions, and activities for each lesson are different, of course. These difference are clearly noted, as you can see if you look through the lesson plan. 4. The Songbooks are more than just books of lyrics and sheet music for the unit. They also contain the sign language signs that the songs activities use. 5. The Prontos are designed to be the take home sheets for each lesson . However, some people like to teach from it . It has the Bible Truth and Bible verse, the story text, a few questions, the lyrics to the songs, and an ACTS prayer. If you download a couple activities from the website, then you have all you need for a basic teaching sessionin a much smaller package.			
Choose What	at You'll Use			
	Not everyone will want or will need or will be able to do all of the curriculum, as written. So much depends upon your kids, your teachers, your space, your time and your teaching goals. There are			



depends upon your kids, your teachers, your space, your time and your teaching goals. There are a ton of activities and pretty much no one, except our church (CHBC for whom this curriculum is written) does all of the activities. This means you need to think about what fits you best. Ideas for how to choose what to use for various situations are included in the "More Details" section of this chapter.

Ready to Rip?



Chances are, you will be making copies of the curriculum for your teachers. You may want to keep your books intact and photocopy right from the book. However, if you are using a lot of activities and distributing them to a number of teachers, you may find it easier to take the resources out of the book completely and copying them that way. This will save you a lot of time. Just make sure to clip your originals together with a binder clip to get them in good shape and ready for you next time you use them. Or, you may just want to print your copies from the download version of the curriculum. All resourcs (except the lesson plans and the stories) can accessed this way.

Getting Started with Praise Factory Investigators, continued

Bind It So They Can Find It



Once you've chosen what you want to use, make copies and put them in binders. Separate each lesson's materials with labeled tab dividers so that the teachers will be able to find the resources they need for each session. We like to put a few extra aids in the binder in the back: such as classroom management tips; what our teachers should do if they need a substitute teacher; and, where to find certain supplies they will need.

Download It



Download the **zip file of unit songs** from the website. A pdf of the track numbers is also included.

Make It... Before You Get Started

There is a set of resources you will be glad you made ahead of time: the games! The Praise Factory Investigators curriculum is a very active curriculum, with a number of different games suggested each lesson. The good news is that they are used in a rotation throughout the curriculum. That means, once you make these games, you store them and use them over and over (and for years to come!).



While you only need to make whatever games you choose to use with each lesson, I would highly suggest you make all the games before you start using the curriculum and then storing them. Get the prep work over with at the beginning and coast your way through years of enjoyment!

Store them in ziploc bags or baskets and pull them out when needed. So simple! Your teachers will love how easy it is to have an engaging learning session with so little work for them to do! And happy teachers are repeat teachers! **A full list of the games and the supplies needed to make them can be found in the "More Details" section of this chapter or in the Praise Factory Investigators Curriculum section online.**

Protect and Store It



This is a curriculum that keeps on giving, year after year. If you do a good job of storing the curriculum it will serve your church well and at little cost for many years. We store the resources for each unit in **manilla envelopes and magazine storage boxes.**

Learn More



There are many more resources online that may help you customize the curriculum to fit your learning situation. These are listed online in the Praise Factory Resources section, as well as in the Getting Started Section.

Two you might especially want to look at are:

• From the Ground Up (Making a Great Start in Children's Ministry and with the Praise Factory Family of Curriculum)--(you've got this already. That's this book!)

Classroom Management Suggestions for Elementary School Age Children

These are available for download or to order through amazon.com

See It in Action



Three times a year (the third Saturday/Sunday of March, May and September), we hold a free lunch, learn-and-look workshop and observation time here at Capitol Hill Baptist Church in Washington, D.C.

On the Saturday, we gather for lunch and talk philosophy, child protection policy, encouraging parents, dealing with discipline issues, etc. and, of course, curriculum. After finishing up our group session, we are happy to talk to individual churches about their particular situation.

visit us in Washington, D.C.

Then, on Sunday, we offer an opportunity to see Praise Factory Investigators as well as the other Praise Factory curriculum in action in our classes. The registration form for these workshops can be found on the Praise Factory website.

Session Prep (especially good for newbies!)



Pray for the Holy Spirit to be at work in your heart and in the children's hearts.

Review



1. If new to the curriculum, look at the previous **Getting Started with Praise Factory Investigators section** (p.147 this book, or p. 11 in each Core Curriculum book). It will be especially helpful to read through the Praise Factory Investigators section of **The Praise Factory Tour: Extended Version Book.** This will be a visual way to understand what goes on in the classroom.

2. Notice that there is only lesson plan used for all three lessons for each Bible Truth. That's because the basic Bible truths are the same. Stories, questions, and activities for each lesson are different, of course. These difference are clearly noted, as you can see if you look through the lesson plan. 3. Flip through the resources for a particular Bible Truth. The resources offered for every Bible Truth

are always the same and they are always ordered in the same order.

Look through and Learn the Lesson



Read over **lesson plan**. Learn the flow of the lesson. Read through the key concepts. You might want to look at the Bible Truth Discussion Sheet, found with each session's activities. It takes the Bible Truth concept and breaks it down into discussion question format. Some of the questions and answers might be helpful to have in your head before teaching the concept to the children.

Let There Be Music



Download the music and listen to the songs. Choose which of the songs you will use with the children. Practice the sign language, if you are using it. If using live musicians, make sure they have the sheet music from the Praise Factory Investigators Unit songbook.

You've Got a Story to Tell!

1. Read the Bible verses and the story, itself. Pray!



2. Create story cue cards on index cards (or highlight text).

3. Practice telling story dramatically, timing your presentation Shorten, if necessary to fit your allotted time.

4. Decorate area with story props that help bring your story alive.

Prepare Any Activities



Choose the activities you want to use. Bear in mind your time frame as well as the developmental abilities and attention span of your children as you decide what/how many to prepare. Look over the Discussion Question Sheet that goes with each activity. Choose a few questions you might use to spark discussion with the children. Prepare any craft, snack or game for your class.

Let Them Take It with Them



Make copies of the take home sheet.



After your session is over, collect the resources and store them for future use. This curriculum can be used over and over for years to come.

A HEER OF	PRAISE FACTORY INVESTIGATORS PFI	PFI SESSION OVERVIEW Session Format: Regular Classroom or Large Group/Small Group Format The PFI curriculum can be used in a regular classroom setting, in which all the children part the same activities at the same time; or, in a large group/small group format, in which the gather together for opening activities and the story, then split up into small groups, each own activity, and finally coming back together for each group to make a presentation to children (or to the parents) at the end of session. Small groups alternate to a different act lesson for variety. Each PFI session follows the same three-part format, as described here:	PFI SESSION OVERVIEW Session Format: Regular Classroom or Large Group/Small Group Format The PFI curriculum can be used in a regular classroom setting, in which all the children participate in the same activities at the same time; or, in a large group/small group format, in which the children gather together for opening activities and the story, then split up into small groups, each with their own activity, and finally coming back together for each group to make a presentation to the other children (or to the parents) at the end of session. Small groups alternate to a different activity each lesson for variety. Each PFI session follows the same three-part format, as described here:
PRAISE FACTOR INVESTIGATOR	FACTORY designed for ages K-11, GATORS often used with pre-K5 -12 year olds	PART 1: GETTING STARTED A time to welcome the children to the class, introduce the class rules an Answer" (and related songs) of the theological theme they are studying.	ART 1: GETTING STARTED A time to welcome the children to the class, introduce the class rules and the "Big Question and Answer" (and related songs) of the theological theme they are studying.
ADTHS OF COUST FEAR D	the third of 3 curriculums in the Praise Factory family downloads and hard-copies available through	PART 2: DIGGIN' DEEP DOWN The Bible truth (and related songs) is introdu story told, then the Case Questions answered. including <u>A</u> doration, <u>C</u> onfession, <u>T</u> hanksgiving are learning.)	ART 2: DIGGIN' DEEP DOWN The Bible truth (and related songs) is introduced. The Case Questions [*] are revealed, the Bible story told, then the Case Questions answered. The teacher closes with an ACTS prayer (A prayer including <u>A</u> doration, <u>C</u> onfession, <u>T</u> hanksgiving, and <u>S</u> upplication related to the Bible truth they are learning.)
	www.praisefactory.org	PART 3: TAKING ACTION The children participate in the response activit what they've learned to each other or to paren home sheets as children are dismissed.	ART 3: TAKING ACTION The children participate in the response activities chosen for the day and (if desired), presenting what they've learned to each other or to parents at the end of the session. Teachers give out take home sheets as children are dismissed.
.	L AT A GLANCE Teaches the 16 Biblical (theological) themes used in all three Praise Factory curriculums but in greater denth than in Hide 'n' Seek Kids or Deen Down		*As with the other two Praise Factory curriculums, PFI has a few detective-ish elements to it. Each story is called "The Case of the" and comes with "Case Questions": a listening assignment of questions about the story to be solved as they listen.
	Detectives. Each of these themes is presented as a "Big Question and Answer" and set to music.		Session Length The resources for each PFI session as described in the lesson planare designed for a 60 to 90 minutes session. However, they can be easily shaped for you to tailor them to fit a shorter or longer
 Each theme is taught as a are 104 Bible truths in all. 	Each theme is taught as a series of Bible truths that develop the theme. There are 104 Bible truths in all.	ere session.	
There is one Bible v and Church History	There is one Bible verse and three stories (an Old Testament, New Testament and Church History/Missions story) for each of the 104 Bible truths. All of	PFI SCOPE	AND SEQUENCE
rne bible verses are remembering them.	the blore verses are set to music, which can be a great aid in learning and remembering them.	UNIT	BIBLE TRUTHS TAUGHT
 Each of the three sessions for each Use as few or as many as you want. 	Each of the three sessions for each Bible truth is jam-packed with activities. Use as few or as many as you want.	Unit 1: The God Who Reveals Himself Q: How Can I Know What God Is Like? A: He Shows Me What He's Like!	 God Made Our Hearts to Know and Love Him God's Creations Tell Us about Him God Spoke to His People through Prophets Long Ago God Speaks through His Word, the Bible
The multiple session	The multiple sessions give children the time they need to really learn each	ach	God Reveals Himself Most Completely through His Son, Jesus
 The new stor. The curriculum for games, crafts, take- 	trutm. The new stories and activities keep the learning tresh each session. The curriculum for each Bible truth comes with a fully-scripted lesson plan, games, crafts, take-home sheets, and lots of music (with sign language).	an, Unit 2: God's Wonderful Word, the Bible Q: What's So Special about the Bible? A: It Alone Is God's Word!	 God Inspired Many People to Write Down His Word Perfectly God's Word Tells God's Way and Plans for His Docole Dest Present and Films
The curriculum is fl settings.	The curriculum is flexible and is easily adaptable to many different teaching settings.	ng	3. God Uses His Word to Change His People 4. God Uses His Word to Change His People
Both downloads an	Both downloads and hard copies available.	Unit 3: The Good News of God, the Gospel Q: What Is the Gospel? A: Salvation through Faith in Jesus Christ!	 God Is the Good Creator and King of the World All Have Rejected God and Deserve His Eternal Punishment God Sent Jesus to Bear the Punishment for Sin God Saves Those Who Repent and Trust in Jesus

	DFT SCOPE AND SEC	SEOUENCE. CONTINUED	
UNIT			BIBLE TRUTHS TAUGHT
Unit 4: The God Like None Other Q: Can Anybody Tell Me What the LORD Is Like? A: He's Not Like Anyone Elsel	ns	Unit 11: The God Who Saves Q: How Can We Be Saved? A: It Is God's Free Gift!	 God Saves Sinners Who Confess Their Sins Jesus Is the Only Way to Be Saved We Must Trust Jesus as Our Savior The Holy Spirit Changes Our Hearts so We Can Be Saved
	 The LORD Is Everywhere, All the Time The LORD Knows Everything There Is to Know The LORD is Holy The LORD is Omnipotent The LORD is Faithful The LORD's Names Tell Us About Him 	Unit 12: God's People Live for Him Q: How Should God's People Live? A: They Should Live Like Jesus!	 God's People Grow to Be More Like Jesus God's People Love Him with All Themselves God's People Love Others God's People Trust Him God's People Are Good Stewards of His Gifts God's Deople Ohav Him
Unit 5: God, the Good Creator Q: Can You Tell Me What God Made? A: God Made All Things Good!	 God Created All Things Good in the Beginning God Created People Good in the Beginning He Made Everything Good in Heaven and Earth God's Plans For His Creation Are Good and Unfailing 		 God's People Do Good Works God Has Prepared for Them God's People Read His Word, the Bible God's People Think about Him
Unit 6: God, the Just and Merciful Q: How Did Bad Things Come into God's Good World? A: Bad Things Came Through Sin!	 Angels and People Rebelled against God in the Beginning God Treated the First Sinners with Justice and Mercy All People Are Born Sinful, All People Need God's Mercy 		 God's People Say "No" to Temptation God's People Tell Others about Him God's People Suffer According to His Plan God's People Know Heaven Is Their Home God's People Now Heaven Is Their Home God's People Delight in His Glory
Unit 7: The Law-Giving God Q; What Are God's Laws Like? A: God's Laws Are Perfect!	 God's Laws Are Written in the Bible God Created Us Perfect Law Keepers, But We Are All Lawbreakers God Gave Us His Laws to Convict Us of Our Sin that We Minthe Re Saved 	Unit 13: The Sustaining God Q: Why Do God's People Keep Believing in Him? A: It Is God's Sustaining Grace!	 God the Father Promises to Help His People Jesus Provides God's People with Everything They Need The Holy Spirit Works in His People The Word of God Grows God's People God Uses His People to Strengthen and Comfort Each Other
	4. Jesus Kept God's Law Perfectly to Save God's People by His Grace 5. The Heart of God's Law is Love	Unit 14: The God Who Delights in Our Prayers Q: How Does God Want Us	 God Delights in Our Adoration of Him God Delights in Our Humble Confession of Sin God Delights in Our Thanksgiving to Him
Unit 8: The God Who Loves Q: What Is God's Love for His People	 God Blesses All People with Many Good Gifts God Loved His People Before They Loved Him God Showed the Depths of His Love by 	to Pray? A: Every Night and Day!	 God Delights in Our Supplications to Him God Always Answers Prayers Jesus Is Why God Answers His People's Prayers
A: It's More than They Could Ever Deserve!	Giving His Son to Save His People 4. God Loves His People by Caring for Their Needs 5. God Uses Everything in His People's Lives for Their Good and His Glory 6. God Will Never Stop Loving His People	Unit 15: God's People Gather Together Q: Why Do God's People Go to Church? A: To Ware hin God and Love	 God's People Gather Together for a Special, Weekly Worship Day God's People Gather to Hear God's Word God's People Gather to Pray God's People Gather to Give God's People Gather for Fellowship
Unit 9: Jesus Christ, Immanuel, God with Us Q: What Did Jesus Come to Do? A: Jesus Came to Bring Us to God!	 Jesus, the Servant King Jesus, the Obedient Son Jesus, the Amazing Teacher Jesus, the Ruler of All Creation Jesus, the Lord over Life and Death Jesus, the Forgiver of Sins Jesus, the Christ, the Son of the Living God Revise the Christ, God 	A: to worship God and Love One Another!	 God's People Invite Others to Gather with Them God's People Proclaim Their New Life in Christ through Baptism God's People Celebrate Christ's Redeeming Sacrifice for Them God's People Love One Another with a Covenant Love God's People Love One Another with a Covenant Love God's People Are Led by Godly Leaders God's People Are Called the Body of Christ
	9. Jesus, the Ransom for Sinners 10. Jesus, the Conqueror of Death 11. Jesus, the Firstborn of the Resurrection 12. Jesus, the Reigning Son in Heaven	Unit 16: Jesus, the Returning King Q: What Will Happen When Jesus Comes Back?	 King Jesus Will Return to End the World King Jesus Will Return When God's Work on Earth is Done When King Jesus Returns, God's People Will Be Made Like Him When King Jesus Returns, God's People Will Be Made Like Him
Unit 10: The Holy Spirit: The Indwelling God Q: What Does the Holy Spirit Do in God's People? A: He Changes Their Hearts!	 The Holy Spirit Lives in God's People The Holy Spirit Gives God's People Courage The Holy Spirit Gives God's People Wisdom The Holy Spirit Builds God's Church 	A: God Will Make Everything New!	 A. Ning Jesus will neturn to bring the wread to base and Final Punishment S. King Jesus Will Return to Judge God's People, Too 6. King Jesus Will Be United with His Bride, God's People, Forever 7. King Jesus Will Reign Forever

A Lot More Details...

for those who want it

A Deeper Look

Looking for more information on Praise Factory Investigators? You've come to the right place! Here's what we are going to cover in this section:

Learning More about the Praise Factory Investigators Curriculum, by Resource

Customizing the Curriculum: Know Yourself to Know What You Need

Customizing the Curriculum: The Build-Your-Own-Curriculum Sandwich Approach

Common Customizations: Examples of How the Curriculum Is Implemented for Various Age Groups and Ministry Situations

Maiden Voyage: Testing Out the Curriculum

The Big Launch: Implementing the Curriculum in Your Situation

Protecting Your Investment: Curriculum Storage Tips

Master Supplies List for all Praise Factory Investigators Games

Learning More about the Praise Factory Investigators, by Resource

The extra-depth information starts here! Follow along in the Core Curriculum, Songbook and Pronto Books for Unit 1 (or another unit) as you read below. We will be describing curriculum elements in the order they appear in the lesson plan. But first, here's a reminder of how a Praise Factory Investigators session is structured:

Session Format: Regular Classroom or Large Group/Small Group Format

The PFI curriculum can be used in a regular classroom setting, in which all the children participate in the same activities at the same time; or, in a large group/small group format, in which the children gather together for opening activities and the story, then split up into small groups, each with their own activity, and finally coming back together for each group to make a presentation to the other children (or to the parents) at the end of session. Small groups alternate to a different activity each lesson for variety. Each PFI session follows the same three-part format, as described here:

Session Overview

Each PFI session follows the same three-part format, as described here:

PART 1: GETTING STARTED

A time to welcome the children to the class, introduce the class rules and the "Big Question and Answer" (and related songs) of the theological theme they are studying.

PART 2: DIGGIN' DEEP DOWN

The Bible truth (and related songs) is introduced. The Case Questions are revealed, the Bible story told, then the Case Questions answered. The teacher closes with an ACTS prayer (A prayer including <u>A</u>doration, <u>C</u>onfession, <u>T</u>hanksgiving, and <u>S</u>upplication related to the Bible truth they are learning.)

PART 3: TAKING ACTION

The children participate in the response activities chosen for the day and (if desired), presenting what they've learned to each other or to parents at the end of the session. Teachers give out take home sheets as children are dismissed.

Session Length

The resources for each PFI session-- as described in the lesson plan--are designed for a 60 to 90 minutes session. However, they can be easily shaped for you to tailor them to fit a shorter or longer session.

PFI Activities, by Section

Ok, now let's look at all of the activities included in each Praise Factory Investigator session, in order of use. You can, of course, choose which ones you want to include (or not include) in your own classroom.

Remember! Get out your resources and follow along!

PART ONE: Getting Started (Welcome and Opening Songs)

A time to welcome the children to the class, introduce the class rules and the Big Question and Answer (and related songs) of the theological theme they are studying.



Welcome to Praise Factory: PFI: Praise Factory Investigators Theme Song PFI begins with the **Praise Factory Investigators Theme Song**--a detective-sounding song that introduces the idea of digging down in the truths of God's Word for answers to our Big Questions about God. Found on the PFI Unit Songs along with all the other songs. These songs are all downloadable off of the Praise Factory website.



Rules to Help Us Worship God and Love One Another: The WoGoLOA Classroom Rules Song

WoGoLOA stands for Worship God and Love One Another--the two things we hope to help the children do during the PFI session. This song reminds the children of ways they can act to help all worship God and love one another. (*PFI Unit Songs*)



Big Question Under Investigation: Big Question & Answer and Songs

The Big Question and Answer for the unit (theological theme) are introduced. There are two Big Question songs to help the children remember the Big Question and Answer and what it means. The Big Q & A song is an adapted familiar nursery song/folk song which simply states the Big Question under Investigation and its answer. The Big Question Song is a new song especially written to help the children remember not just the Big Question and Answer, but what it means. (*PFI Unit Songs*)



Big Question Bible Verse: Bible Verse and Song Each unit has a Bible verse that is central to the theological theme. This verse has been set to music to help the children remember it. *(PFI Unit Songs)* -

PFI Activities with Descriptions (in order of use in curriculum)

PART TWO: Digging Deep Down (Key Bible Truth Concepts and Story)

With the unit's theological theme introduced, the session now turns to digging deeper down into the theological theme by looking at one particular aspect (Bible Truth) of the theme.

3-14 Truths per Unit	Bible Truth: Each unit has from three to fourteen Bible Truths. Each Bible truth is studied for three lessons. There are 104 Bible Truths in the whole curriculum.			
	Bible Truth Hymn: One or more verses of a hymn that tie into the Bible Truth can be introduced at this point in the session. It also is offered in Part Three as a response activity with a complete set of discussion questions, sign language and a song game. (<i>PFI Unit Songs</i>)			
	Bible Truth Bible Verse : Each Bible Truth has a Bible verse that is central to the concept. This verse has been set to music to help the children remember it. The song can be introduced now, but it also offered in Part Three as a response activity with a complete set of discussion questions, sign language and a song game. (<i>PFI Unit Songs</i>)			
	Extra Bible Truth Bible Verse Song: Sometimes an extra Bible verse song is suggested. The words for this song are included in the response activities along with sign language. It can be used here or as a response activity. <i>(PFI Unit Songs)</i>			
	Bible Truth Story: (Old Testament, New Testament, or Story of the Saints) There is an Old Testament, New Testament and Story of the Saints story for each Bible Truth. The Old Testament or the New Testament story leads, followed by the Story of the Saints, then ending with the story from the other Testament. In keeping with the detective feel of PFI, each story is called a case and is introduced with two questions for the children to solve as they listen to the story. After the story is read, the teacher asks the children again and together they solve the case.			
	Part Two: Digging Deep Down ends with prayer and dismissal to response activities.			

PART THREE: Taking Action (Response Activities to Choose from)

The children participate in the response activities chosen for the lesson; and (if desired), present what they've learned to each other or to parents at the end of the session. There are eleven different activities from which to choose. How many a teacher uses depends upon how much time you have and on whether you choose for everyone to do the same activities or whether you will split up into small groups and each do a different activity. A description of each activity follows.



Snack (and Discussion Planner):

A snack that includes food mentioned in the story or looks like something from the story, along with a description of how it ties into the story. Always feel free to modify the snack, being sensitive to food allergies. The snack sheet also includes a discussion planner to write down the questions you want to ask the children as they enjoy their snack. A question about the snack is included as the first discussion question.

ACTS Prayer:

In Praise Factory, the children learn the "ACTS" format of prayer. "A" is for Adoration (Praising God for who He is); "C" is for Confession (Saying sorry to God and turning from our sins); "T" is for Thanksgiving (Thanking God for His provisions); and, "S" is for Supplication (Asking God to supply our specific needs). Try to at least weave the Big Idea/Scripture Verse into A, C, T, or S, if not all four. Suggested ACTS applications for each Bible Truth are included on the ACTS prayer sheet.



Younger children can usually think up at least a related "Adoration" and a "Thanksgiving" related to the Bible Truth, while older children can usually think up a connection to all four. This is a wonderful way for them to expand their understanding of who God is, who we are as sinners, what we can thank God for and what we should ask of Him. It is also of great benefit to families who can easily apply this format to their own family devotions and prayer times.



This activity includes discussion questions to understand and a game to reinforce the story.

Story Review and Game:

End of session presentation option: Have children read some of their discussion questions for the other children to answer.



Bible Truth Review and Game: This activity includes discussion questions to understand and a game to reinforce the Bible Truth.

2

End of session presentation option: Have children read some of their discussion questions for the other children to answer.

	Bible Truth Hymn: This activity is one or more verses from a hymn which relates to the Bible Truth being learned. It includes discussion question for understanding the hymn, sign language of key words, and a song game that can be used with the song and the sign language. The audio and sheet music is available for download on the Praise Factory website.
	<i>End of session presentation option:</i> Have children sing and sign their song and teach it to the other children.
	Bible Verse Review and Game: This activity includes discussion questions to understand and a game to reinforce the Bible Verse.
	<i>End of session presentation option:</i> Have children read some of their discussion questions for the other children to answer.
	Bible Verse Song: Every PFI Bible verse has been set to music. This song can be used along with the Bible Verse Review discussion questions, listed in the previous activity. Sign language of key words and a song game that can be used with the song and the sign language are also included. The audio and sheet music is also available on the website for download.
	<i>End of session presentation option:</i> Have children sing and sign their song and teach it to the other children.
	Case RePlay, Jr: Drama Activity for Youngest Children (children do same story actions together) This is a simpler drama activity in which the teacher leads all the children in doing the same actions as she retells the story.
	<i>End of session presentation option:</i> Have the children act out the story for the others to watch.
	Case RePlay, Sr: Drama Activity for Most Children (children re-tell story with individual parts) This is a more involved drama activity in which each child acts out a particular role as the teacher retells the story.
U"	<i>End of session presentation option:</i> Have the children act out the story for the others to watch.
	Craft: This craft activity includes discussion questions to help the children understand the significance of what they are making.
	<i>End of session presentation option:</i> Have children read some of their discussion questions for the other children to answer.



VIPP stands for Very Important Prayer Person. The VIPP Group learns about a VIPP—a Very Important Prayer Person—from your church. This activity really has nothing to do with the Bible Truth or the story. Instead, it is an opportunity to help the children know more about and pray for church leaders and missionaries. VIPPs should include elders, deacons, supported workers, and church staff. However, your church may not have many VIPPs of this kind. Feel free to use special volunteers (such as Sunday School teachers or the pianist) and other regular church members as VIPPs. It never hurts for children to get to know everyone in their church and pray for them! There is a fill-in-the-blank questionnaire that you can use to get information about the VIPP to share with the children. Or, you also can invite the VIPP to the class. There is a game and a set of coloring sheets (called Clue Cards) that you can use to help the children remember what they've learned about the VIPP. This activity ends with praying for the VIPP. The coloring sheets are set up as a take-home activity that they can use to teach and pray with their parents for the VIPP.

VIPP (Very Important Prayer Person) Prayer Time, Coloring Sheets and Game

End of session presentation option: Have children tell about the VIPP and lead the class in praying for him (kids or the teacher can pray, as desired.)

TAKING IT HOME: The PFI Pronto



A take home booklet, called the PFI Pronto, is available for each lesson. It includes the key concepts, lyrics and track numbers for the songs, the story, and a few review questions is available online with the Praise Factory resources.

Customizing the Curriculum: Know Yourself to Know What You Need

A good, curriculum custom-fit starts with thinking carefully about those involved. Here are six, key factors to consider. (The Children's Ministry Questionnaire will guide you through these issues in much greater depth.)

Your Children's Abilities	Your Teachers' Agility	Your Time Capacity	
 + readers/pre-readers? + age groupings in the same class + attention span + exposure to the gospel? + etc. 	 + teaching experience + experience with children + classroom experience + their own spiritual maturity + etc. 	 + Thirty minutes or one hour? + Once a week/five days a week? + A camp session/a V.B.S + School year/a full year? + etc. 	
Who are we? What do we need? What do we need?			
Your Teaching Locality + Home, church or school? + Urban, suburban or rural? + Storage space available? + Classroom size? + etc.	Your Ministry Priorities + Who gives you spiritual oversight? + What do they want you to teach? + Are they willing to look over the curriculum/help find and screen teachers? + etc. 163	Your Practicalities + What is your budget? + Who will prepare the curriculum? + How much time do they have? + Is there anyone willing/able to oversee the start up and implement- ation of a new curriculum?	

Customizing the Curriculum: Build-Your-Own-Curriculum Sandwich

You've thought about who you are, what you need, what you can do and what you should do. Now it's time to customize your own curriculum version. We like to thin this process as like creating your favorite sandwich: start with what you know has to there, then add in extras until you get just what you want. You might be a meat-or sandwich, needing only the very basics of the curriculum. Or, you want "the wor -the whole curriculum, just as it is written. Many people use something in between the important thing is to keep in mind the specifics of your teachers, your child your time constraints and your ministry situation, and build your own version of Pr Factory Investigators that works best for you. Bon appetit!		our own curriculum version. We like to think of e sandwich: start with what you know has to be fust what you want. You might be a meat-only s of the curriculum. Or, you want "the works"- ten. Many people use something in between. d the specifics of your teachers, your children, situation, and build your own version of Praise
1. Start with the Meat: Core Curriculum	 Resources: Big Question and Answer Bible Truth Bible Verse Bible Story 	These are the backbone of biblical truth for the curriculum. You really only have to have this. Everything else is extra!
2. Choose Your Cheese: Response Activities	 Resources: Bible Truth Game Bible Verse Game Bible Story Review Game Hymn and Bible Verse Songs Drama Activities Craft VIPP Game and Coloring Sheets Snack ACTS Prayer Activity 	Response activities are second in importance only to the "meat." They are enjoyable, hands- on activities that help the children learn and retain the "meat" of biblical truths.
3. Throw on the Veggies: Zesty Extras	 Resources: Praise Factory Investigators Theme Song WoGoLOA Classroom Rules Song ACTS Prayer Song 	These are few extras that add zest to the curriculum. The WoGoLOA Classroom Rules Song is especially helpful for reminding the children of expected classroom behavior in a fun way.
4. Add Some Extra, Sticky Yum	Resources: • End of Class Presentations listed with materials for each Response Activity	Each of the Response Activities suggests how the children can make a presentation to the other children (or to their parents) of what they've learned through their activity time. While not necessary, we have found the children love these presentations (especially the drama activity one) while at the same time, receive one last review of key concepts before departing for home. That's a win, win situation.
5. Choose Your Bread: Classroom Format	Resources: • Response Activities	The Praise Factory Investigators in very flexible. Some like to have each grade go through the curriculum separately, while others choose to use a large group assembly/ small group break-out session format, which incorporates all the children.
7. Prepare It for Carry Out Take Home Resources	Resources: • PFI Prontos for each lesson	Take home resources are a great way for parents to know what their children are learning and to provide them with a tool for further discussion.

Common Customizations: Age Groups

Having considered these questions, put this information to work to build your version of the curriculum.

Here are some ways we have customized the curriculum or seen it customized by others:

CUSTOMIZE BY: Age Group	
2-4 year olds	Do not use this curriculum with this age group. Deep Down Detectives offers many of the same Bible Truths as Praise Factory Investigators, in a much more suitable way for these little pre-schoolers.
pre-K 5 year olds	Generally, I still would not use this curriculum with this age group. I would much prefer Deep Down Detectives. However, if you are a small ministry situation and have mainly elementary school age children and a couple pre-K 5's, then you could use it. Have extra helpers on hand to help these children with the activities that require more focus or developmental ability than is typical of these children. And/or, save simple tasks that are part of the activities (such as fetching the balls or holding the limbo stick, or helping to serve the snack, etc. that will engage these children while the other, older children are participating more fully in the actual activity.
Kindergarten 5-6 year olds	Kindergarteners can really do just fine being lumped in with the pre-K 5's and taking part in Deep Down Detectives; or, being lumped in with the older elementary school kids and taking part in Praise Factory Investigators. It all depends on where you want to put them. And THAT depends a lot on your age distribution. For us at CHBC, the Kindergarteners are included in Praise Factory Investigators with the other elementary school age children. We are sensitive to the fact that most of these children cannot read yet and employ the tips included in the curriculum for helping pre-readers as they participate in various activities
1st Graders	 that are most suited for readers. This is a great curriculum for first graders, although some still may not be strong readers or even readers at all. We encourage our teachers to still be sensitive to this fact and employ the tips included in the curriculum for helping pre-readers as they participate in various activities that are most suited for readers.
2nd-5th grade	These kids form the "sweet spot" of this curriculum. They are strong readers and are easily able to engage in all the activities as written.
Middle School	While the games may be a bit simple for this age group, the stories are still very engaging. Simply modify/change the games and you are good to go!

Common Customizations: Teaching Situations

CUSTOMIZE BY: Teaching Situation How to Structure the Curriculum		
Single Session One, 60-90 minute session on a lesson, in one day, once a week examples: Sunday School, Church Hour, Mid-week programs	As written. If you do not really have 60 minutes of actual teaching time, you will need to choose what not to use. Choose what you think is most important to have in your session, then continue to add in elements until you have filled up your time budget.	
Double Session Two 60-90 minute sessions, on the same lesson, in one day, once a week examples: Sunday School PLUS Church Hour OR, Sunday Morning PLUS Sunday Evening OR, Sunday Morning PLUS Wednesday Evening	 First session of the Double: Curriculum as written Choose a couple activities from: Hymn, Bible Verse Song/Game, Bible Truth Game, Craft (could use snack and ACTS prayer here) Second session of the Double: Review Big Question, Bible Truth and Bible Verse Sing songs Review Story using the Drama and the Story Review Game Introduce the VIPP (Very Important Prayer Person) and pray Choose another activity from: VIPP Coloring Sheet/Game; Bible Verse Game (could use snack here) 	
After School Care Schools/ Bible Class	 Schools vary in how many days they teach Bible. Some will have a daily Bible class. Others, will have it only certain days. Here's a suggestion for one Bible Truth a week, Bible class Typically, each session you will be: Reminding the children of the Big Question, Bible Truth and Bible verse; Telling them the Bible story (or asking them questions to review it); Singing the songs; and, Following up with a response activity. There are three stories per Bible Truth: Use Monday and Tuesday to present the first of the two Bible stories and choose response activities for each day. Wednesday and Thursday: present the other Bible story and choose response activities Friday: present the Church History/Missions Story (Story of the Saints) and choose response activities. 	
Camps, VBS and Short-term Missions Trips	Since camps, VBS and mission trips usually involve both preschoolers and elementary school children, you will do best use two or three of the Praise Factory family of curriculum to meet everyone's needs. Appendix L provides suggested schedules for these ministry situations. Appendix M lines up the Bible Truths across all three curriculums so you can coordinate the truths you are teaching across all of the age groups.	
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Maiden Voyage: Testing Out the Curriculum

Making a Test Run	At last it's time to try out the curriculum on your kids. As mentioned before, our favorite way to try out a new curriculum is with a smaller group of children (of the more-likely to be well-behaved variety), when there is an opportunity to do so. This gives the curriculum its best test-run. Ideally, you want to give any curriculum a few sessions trial period. New curriculum is new curriculum. Teachers will be getting used to it as will the kids. As you introduce the curriculum to your children, also remember that everything will be new to them at first. New ideas and structures use up a lot more attention and energy than when they are familiar and routineand it takes time for them to become routine. Be patient! Expect this! With this in mind, you may want to dive in the deep end and introduce the whole curriculum to the children at once. Or, you may take the gradual approach, deciding on lesson elements to introduce gradually, then adding more in as you go. Think about the routine the children are used to in your classroom already. What works? What doesn't work? Slot Praise Factory Investigators resources into the parts of your current framework that work best with your children, then gradually build from there. For example, you might want to start with just the Bible story and Bible verse the first lesson, adding other elements the second lesson store at first as they are learning the routine.
Evaluate and Adjust It	As you test-run the curriculum, you will probably want to evaluate and make changes. Reflect on how the teaching session goes, after each of your test runs and make any necessary changes. As you get closer to a good fit, add in more conditions like the typical classroomsuch as your crazier kids, etc. See how the curriculum works with these new elements. Make more changes until you feel good about your fit.

The Real Laun	ch: Implementing the Curriculum in Your Situation
Sign Post It	Once you have figured out what works best for your children and those teaching the curriculum, put sign posts in place in the classroom. If you found that certain activities work better in a certain part of the room (such as drama, games or craft time), put up a sign on the wall near that area indicating that. Or, put down a rug where you want to have story time.
Choose and Train Your Load-Bearers	If the curriculum follows a set time schedule, display the schedule on the wall in large print so a teacher can with just a glance know what he/she should be doing.
Loud Dealers	If particular resources are used in the curriculum, store these and signpost these, too, so that even the newest teacher can easily find what he/she needs.
	Once you feel that you have adjusted the curriculum to a good fit for teacher and children, begin to teach others how to teach it, too. Ideally, this starts as a mentoring experience between you and another teacher (preferably two) who are willing to learn the curriculum inside and out until they can teach it well themselves and later train others in it, too. I call these teachers, "load-bearers," because they will share the weight of implementing the new curriculum.
	Have your load-bearers first come observe you as you teach the curriculum. Have them read any introductory materials as well as the curriculum lesson plan you will be teaching from before they observe. After class, de-brief with them about the session. Have them continue to come for a number of session, gradually taking part more and more each session, until they can teach the curriculum themselves.
Bring the Parents Up to Speed	Make sure to include parents in your launch! Communicate with them about the change in curriculum that is happening. Hold a meeting. Send out an email. Hand out the Praise Factory Investigators flyer (found on pp.151-152). Ask them to parents. Invite their feedback. Make them your partners, after all, it is them and their kids you hope to help.
Add Others	With your load-bearers in place and confident in the curriculum, you can now begin to look for more potential teachers to be trained. Follow the same steps as you did with the load-bearers: have them read any introductory materials and the lesson plan before they observe a session. De-brief with them afterwards and gradually add them into the teaching experience.
Want to See More?	Three times a year (the third Saturday/Sunday of March, May and September), we hold a free lunch, learn-and-look workshop and observation time here at Capitol Hill Baptist Church in Washington, D.C.
	On the Saturday, we gather for lunch and talk philosophy, child protection policy, encouraging parents, dealing with discipline issues, etc. and, of course, curriculum. After finishing up our group session, we are happy to talk to individual churches about their particular situations. Then, on Sunday, we offer an opportunity to see Praise Factory Investigators and the other Praise Factory curriculum in action in our classes. This can be a great way to help others understand and get excited about the curriculum.
	The registration form for these workshops can be found on the Praise Factory website.

Protect Your Investment: Tips on Storing the Curriculum for Future Use

This is a curriculum that keeps on giving, year after year. Everything is re-used. If you do a good job storing the curriculum it will serve your church well and at little cost for many years. We find magazine storage files are a great way to store the curriculum.



Master Supplies List for all Praise Factory Investigators Games

Praise Factory Investigators uses many games. The good news is, they are simply made and they are re-used throughout the whole curriculum. Make sure you save the games you make and it will save you a lot of time later.

This is the full list of the games and the supplies needed in Praise Factory Investigators. I **would highly suggest you do this!** Get the prep work over with at the beginning and coast your way through years of enjoyment! Store them in ziploc bags or baskets and pull them out when needed. So simple!

Bible Truth Games

Beanbag Scramble

- Beanbags, enough for the all the children, minus 1
- Drum, guitar or just your hands!
- Tape
- Small bowl or bag

Storks

- Three large, but soft balls
- Tape

Silly Grand March

- CD and CD player
- Small bowl or bag

Menagerie

Small Bag/Bowl

Inspecting the Troops

Crown (if desired)

Enemy Invaders

- Index cards of two different colors (or use red and black playing cards, such as hearts
- and spades)
- String or yarn
- Two chairs
- Masking Tape

Help the Blind Man

- Blindfold
- Cane
- Bag/Bowl

Squirrel and Nut

- Marble
- Chairs

Bible Truth Games

Circle and Cross

- Beanbags, 1 per child
- Masking Tape

Rush to Safety

- Construction Paper
- CD and CD player
- Masking Tape
- Small bowl or bag

Circus Lions

- Optional funny wig, glasses, hat, etc.
- Hula hoop, etc.

Beanbag Grand March

- Small bowl or bag
- 1 Bean Bag per child
- CD and CD player

Omit! Obey!

none

Sit Ball

 Two or Three soft baseball sized balls. Or, could use beach balls

Red Light, Green Light...for Storks

Tape

Circle and Basket

- Beanbags, 1 per child
- Basket
- Masking Tape

etc.), about 10 per team Two baskets or boxes

Masking tape

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Master Supplies List for all Praise Factory Investigators Games

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	<u>Bible Verse Games</u>	<u>Bible Verse Games</u>	<u>Bible Verse Games</u>
	Simon Says How	Day at the Beach	Puzzling Wall Ball
•	A die	 2 large pieces of paper or poster 	• Three 11.5" x 17" pieces of
•	Die Number and Action Chart (see	board	construction paper, two pieces of
	below)	 10 or so various beach items, per 	one color for each team
		team	Masking Tape
	Scrambled Eggs	 (shells, sunglasses, beach balls, 	Small Nerf Ball or other soft ball
•	Plastic Hollow Easter Eggs, 10 of one	lotion bottle, fish, sand bucket,	Marker
	color for each team	shovel, etc.)	
•	Pen and paper	Paper, marker	Verse Hi-Lo
•	2 carpet squares or other base	 1 towel (preferably beach towel) 	Some long pieces of rope
	marker	per team	
			Hoop n' Holler
	Ball Circle Toss	Handball	• 1 hula hoop for every 2 children
•	Foam or other soft surface ball	 A soft-surfaced, medium sized 	
		ball, such as a foam ball	Take a Step Back
	Cross the Raging River	Masking tape	 1 beanbag for every 2 children
•	Two yardsticks or long pieces of rope	 Paper and markers 	
		 Helpful, but optional: colored 	Spider Web
	Duck, Duck, Goose	team "pennies" (jerseys) to identify	Ball of yarn
	• none	members of each team.	
			Horse Play Verse Tag
	Mr. Freezie Ball	Forceball	• none
•	Medium size foam or other soft	One kick ball or other rubber ball	
	surfaced ball, or tennis ball	Masking tape	Jump for Joy
		Yard stick	A very long rope or jump rope
	Rush to the Store		
•	2 large pieces of paper or poster	Frisbee Toss	Protectors
	board	1 or more Frisbees (or bean bag)	One paper cup for each student
•	A toy shopping cart or shopping bag	Masking tape	2 manila folders or 4 empty paper
	per team	marker and papersmall container	towel tube
•	Empty food or beverage containers	Memory Verse Limbo	Masking tape
	such as milk cartons or cereal	 A broom or other long pole 	 Foam or other soft-surfaced balls, ideally one for every shild
	boxes—one for each word or group of words of the verse (no more than		ideally one for every child.
		Hot and Cold Hide	Palancing Act
_	10 per team) Paper and marker	An object to hide	 Balancing Act 10 or so various balance-able
•	Bag or jar		items, per team
	Masking tape	Balloon Find	 (erasers, plates, rulers, books,
	Two tables	 2 large pieces of paper or poster 	shoes, etc.)
•	Two tables	board	 Paper, marker
	Paper Boot Shuffle	 Paper, pencil, permanent marker 	 2 baskets/boxes per team
•	2 large pieces of paper or poster	 Balloons, at least one per child and 	2 busices, boxes per team
	board	up to one per word of verse per	Bowling Ball Verse
•	two paper grocery bags per team	team.	• 10 Plastic bowling pins or empty
•	a chair per team	• 2 Baskets or garbage bags	2-Liter soda bottles
•	paper and marker	Masking Tape	Playground or foam ball
•	bag or jar		
•	masking tape	Who's Got the Penny?	Which Way Did It Go?
	5.	A penny or other small object	• Coin
A	ll Dressed Up		Beanbag or other small object
•	Various items of clothing (shirts, hats,		
	shoes, gloves, coats, pants, dresses,		

Master Supplies List for all Praise Factory Investigators Games

Story Review Games

Secret Agent

- Various detective looking items (a hat, dark glasses, tie, suit, watch, etc)
- Paper and Marker
- Tape

Four Corners

- Red and Green Construction paper
- 2 rulers
- 4 Large pieces of paper and a Marker
- Masking Tape
- Four small pieces of paper
- Cup or bag
- Story Review Questions
- Optional: Team Pennies to differentiate each team

Tell the Truth Basketball

- 3 baskets
- A ball
- Paper and marker
- Masking Tape

Go Fish

- Broom stick or pole
- String
- U-shaped magnet
- Paper clips, 1 per question
- Construction paper
- Scissors
- Basket/Pail

Windsock Wallyball

- Small ball such as a tennis ball, Nerf or foam ball
- The bottom half of a pantyhose leg
- 16 sheets of variously colored construction paper
- Paper and marker
- Masking Tape

Obstacle Course Quiz

- Various materials, such as jump ropes, balls, inner tubes, carpet squares, boxes, tunnels made from chairs and bedspreads, etc. to make a simple obstacle course for each team.
- Masking Tape
- Paper/post-it notes & marker/pencil

Story Review Games String Along

- Ball of string
- Scissors
- A jar/bag big enough to fit all the string
- Masking tape
- Paper and marker

I'm Not Looking

- Beanbag or other small, soft, tossable object
- Masking Tape
- Paper and marker
- 20+ Story Review Questions and other story review questions Optional: CD player and music

Yes, No and Go

- Paper and Marker
- Таре

Sticky Pad Search

- Re-stickable scratch pad sheets
- Paper and marker

Balloon Volleyball

- 20+balloons
- small strips of paper
- pen
- Masking Tape

Spoon and Ball Relay

- Spoons, one per each team Ping-pong Balls, one per each
- team Masking Tape
- Baskets: one small one per team; plus, one large one to be shared by all teams.
- Paper and marker/pencil for writing questions and keeping score

Shoe Search and Ransom

- The children's shoes
- Masking Tape
 - Paper and marker/pencil for writing questions and keeping score

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Spin the Light

- Flashlight
- Paper and Marker

Story Review Games

The Answer's in the Tent

- Various props, objects, costumes, or even pictures from the story, enough for one idea per child at least.
- A small pup tent or blanket and chairs made into a tent
- Paper and pencil/pen to write down questions
- Jar or bag

Frisbee Toss n' Quiz

- Frisbee
- Paper and Marker
- Masking Tape

Beanbag in the Hole

- Paper and pencil
- Markers
- Beanbag
- 2' by 2' piece of cardboard
- Tape

Keep It under Your Hat

- Paper and pencil
- 5+ hats

Triple Play Baseball

- 4 carpet squares or construction paper for bases
- 3 balls of different sizes, such as a foam ball, tennis ball, and soccer ball.
- A basket or cardboard box
- Masking tape
- Paper and pencil

Index Cards

Paper and Marker

Paper and marker Masking Tape

Chair Pile Up

Tape

team

Ring Toss

rings

OR

•

•

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• A Chair for every two players

Optional: Game "Pennies" for easy

recognition for members of each

Pre-made Ring toss board and

Large piece of cardboard, popsicle

sticks, and a child's plastic bracelet

Master Supplies List for all Praise Factory Investigators Games

Games Word Take Away • White board and marker • Eraser	 Picture Run Tape Different color construction pape for each picture.
 Mimic Me! none Big Voice, Little Voice Blindfold Sign It, Say It, What Does It Mean? Bag or bowl Pass the Secret Sign Bag or bowl Blindfold	 Mix and Match Bag Hit the Wall 8 8.5" x 11" Manilla Envelopes Nerf Ball or other soft ball for indoor use Crabbin' Around Tape A Bag Hot and Cold Hide 8 8.5" x 11" Manilla Envelopes Blindfold Beanbag Toss In 8 Letter-sized Envelopes or folder Bean Bag(s), one per child Tape Over, Under and Throw 8 8.5" x 11" Manilla Envelopes Nerf Ball or other soft ball for
	 indoor use Box or basket big enough for the envelopes to fit in and the ball to land in. Ball Roll Review Ball 8 8.5" x 11" Manilla Envelopes Tape Pen and Markers 2 Boxes Stop and Go 8 8.5" x 11" Manilla Envelopes Ball Blindfold Bag
	 Big Voice, Little Voice Blindfold Sign It, Say It, What Does It Mean? Bag or bowl Pass the Secret Sign Bag or bowl Blindfold

Appendix A:

Children's Ministry and Family-Integrated Worship

Appendix A: Children's Ministry and Family-Integrated Worship

Are You an Advocate of Children's Church or the Family-Integrated Model of Worship?

We see parents as the primary spiritual caregivers of their children. They are the ones whom the Lord will judge for the spiritual nurture of their children. We see all of Children's Ministry as only a humble support to godly parents; and, that any way we can help prepare the children in our church to gather well with our local body of Christ as one of the most important ways we support our parents in this God-ordained task.

We are agreed on the goal of deliberate, parent-led spiritual nurturing, yet within our church we have seen that the way parents choose to best fulfill this task varies from family to family and even from child to child. And, we have seen that this variance is a matter of godly discretion. In other words, we do not prescribe one particular method, when there seem to be a number of godly options that bear good fruit. So, we encourage parents to understand the great importance of spiritual nurturing their children, both at home and at church. We offer various kinds of support to the parents. And, we help them consider what might be the best way to do this for their particular children/their particular family. So as you can see, we agree upon the mandate, but will not divide over enforcing only one particular godly method.

No one can doubt that children have many cognitive and developmental differences from adults: the younger the children, the greater these differences. Nor can it be doubted that there is a wide variety of spiritual maturity among parents. While some parents may be mature saints, many are new converts. They are hungry to be fed and eagerly welcome help in teaching biblical truths to their children. Teachers of children with this kind of parent often help teach the parents how to better spiritual nurture their children as well as teach the children, themselves. There are yet other children coming to our church whose parents who are not Christians and may not even attend church at all. The teachers of these children may provide some of the only spiritual feeding they receive.

For all of these reasons, many parents at our church feel that they are serving their children best by supplementing their own daily spiritual nurturing of their children with special Sunday classes that convey biblical truths on their own level. This is particularly true while the children are young and the cognitive and developmental gap between themselves and the adults is especially large. And of course, for the children of non-Christians, these classes—presented on their level-- may be the best opportunity they have to understand and remember the gospel and other biblical truths.

And so, we endeavor to encourage and support our parents in a number of different, appropriate ways, helping them to raise their children in the nurture and admonition of the Lord.

What exactly does this look like at our church? It takes on a few different forms. We have some parents who feel that it is best and even biblical for their children to be taught only by themselves. Their children do not attend Sunday School or Church hour programs offered at our church. They feel that regardless of age or ability to understand the sermon or other elements of the service, they are best fulfilling their God-given duties by raising their children this way. These parents choose to keep their children with them from birth on up. But even these parents are not partnering without us. The sermons and other teaching they hear informs their own hearts and minds and helps them to better train their own children.

We have another set of parents who choose to partner with other godly church members to teach their children biblical truths during the Sunday School hour, yet choose to keep their children with them during the entire church service. They often use Sunday lunch time to review key points from the sermon and church service with their children.

Appendix A: Children's Ministry and Family-Integrated Worship

And we have yet another set of parents who choose to partner with godly church members to teach their preschoolers and early elementary school children not just during Sunday School, but also during all/part of the church service, too. The K-4th graders of these parents are in the church service until the sermon time (we have hour-long sermons), when they leave to participate in The Praise Factory. Some parents of preschoolers follow this same model, while others choose to have their children to participate in their own teaching time during the whole church service. These parents feel that the quality teaching offered at their child's developmental level in our church hour programs provides a helpful supplement with their own teaching of their children. They do not see the teachers as usurpers of their responsibilities, but partners who are helping to lay a theological foundation that will help their children understand and be better prepared to gather with the congregation. Teachers are careful to give feedback to the parents about any behavior issues or spiritual conversations that might be particularly helpful for the parents to know about. We also provide take home sheets and other parents resources so that parents know what their children were taught and can engage with them about these truths at home. Teachers and parents also watch for signs of readiness to join the service for the sermon portion, too. So, even though a child is age-eligible to be in a Church Hour program, sometimes we are encourage the parents to go ahead and begin keeping their child in with them for the sermon and see if indeed they are ready. Gathering together is always our ultimate goal.

Because of this, we steer clear of calling any of the programs we offer a "Children's Church." They are really just children's classes that we hold during the Sunday morning service. We want to reserve the name "church" for the gathering of the congregation all together. It is this gathering we are preparing all the children to join for the full duration, as they are ready, and certainly by the time they start 5th grade.

So, you can see that we have a wide variety of parents, all taking seriously their responsibility to be the primary spiritual caretakers of their children, but doing it in a number of different ways. That while we offer programs during the church hour, we are not advocates of children's church. And, that while we are always trying to prepare children to gather with the congregation for the entire service, we provide quality, biblical teaching during all or the sermon portion of the service, for the children of parents who feel it is spiritually beneficial for them to have that, through 4th grade.

Appendix B:

Healthy Teaching Limits for Children's Ministry Workers

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Appendix B: Healthy Teaching Limits for Children's Ministry Workers

CHBC Handout on Teaching Roles and Limits (As Set by Elders)

Children's Ministry roles

- Caregiver
- Hall Monitor
- Sunday School Teacher
- Sunday morning Teacher
- Sunday evening Teacher

We have several categories of teachers and caregivers (caregivers work in the nursery only). Each has different commitments and schedules of service and no one person does more than one thing.

- <u>Caregivers</u> are basically nursery workers (no curriculum) for children age 2 and below. They serve on a rotating schedule throughout the year; they are on separate teams (one Sun AM, one Sun PM, one Wed PM) each of which <u>serve once every four weeks.</u> (Since some months have 5 Sundays/Wednesdays, we are careful not to say "once a month.") In this way caregivers only miss one service of one type once every 4 weeks.
- 2. <u>Hall Monitor</u>: volunteers who patrol the childcare areas and public spaces in the church to ensure the physical safety of the children. Hall Monitors may be called upon to help with child evacuation and emergency response to unauthorized persons in childcare areas. Serve no more than one Sunday a month.
- 3. <u>Sunday School Teacher</u>s (before the morning service) these teachers are on a team of 6 per class; they rotate among themselves so that 2-3 of them are teaching on any given Sunday. They commit for an **entire year*** but within that year they are rotating among themselves. The consistency comes in the fact that in one year the kids will get to know 6 people and see them consistently throughout the year.
- 4. <u>Sunday morning Teachers</u> (during the morning service) these teachers are also on teams; they commit to **2 non-consecutive months in a year**. This has less consistency for the kids (they will see/interact with lots more people throughout a year in these classes) but it reduces the amount of time these teachers miss the morning service. These teachers are also freed up to attend all the evening services and Core Seminar (adult Sunday school). The only classes we have during the AM service are for pre-K (3-5yrs old) and grade school (Praise Factory, K-3rd grade).
- 5. <u>Sunday evening Teachers</u> (during the evening service) these have the **same team/commitment** schedule as the Sunday morning teachers, except they are teaching in the evening. (K-2nd grade is the only class we have on Sunday nights; everything else is nursery.)

By doing all of this we balance consistency for the kids with spiritual shepherding/feeding of the volunteers.

*We use "school calendar" year, which is September to August.

Appendix B: Healthy Teaching Limits for Children's Ministry Workers

Appendix C:

Article on the Baptism of Children

Appendix C: Baptism of Children

Appendix C: Baptism of ChildrenAdditional Resource from: Capitol Hill Baptist Church Children's Ministry

The Baptism of Children at CHBC-- CHBC Elders, 2004

We, the elders of the Capitol Hill Baptist Church, after prayerful searching of the Scriptures and discussion conclude that, while Scripture is quite clear that believers only are to be baptized, the age at which a believer is to be baptized is not directly addressed in Scripture. We do not understand the simple imperative command to be baptized to settle the issue, nor do we understand the imperative to be baptized to forbid raising questions about the appropriateness of a baptismal candidate's maturity. We do understand that the consideration of an appropriate age for a believer to be baptized is a matter not of simple obedience on an issue clearly settled by Scripture, but rather is a matter of Christian wisdom and prudence on an issue not directly addressed by Scripture. Though the baptisms in the New Testament seem largely to have occurred soon after the initial conversion, all of the individuals we can read of are both adults and coming from a non-Christian context. Both of these factors would tend to lend credibility to a conversion. The credibility of the conversion is the prime consideration, with the effect upon the individual candidate and the church community being legitimate secondary concerns.

We believe that the normal age of baptism should be when the credibility of one's conversion becomes naturally evident to the church community. This would normally be when the child has matured, and is beginning to live more self-consciously as an individual, making their own choices, having left the God-given, intended child-like dependence on their parents for the God-given, intended mature wisdom which marks one who has felt the tug of the world, the flesh and the devil, but has decided, despite these allurements, to follow Christ. While it is difficult to set a certain number of years which are required for baptism, it is appropriate to consider the candidate's maturity. The kind of maturity that we feel it is wise to expect is the maturity which would allow that son or daughter to deal directly with the church as a whole, and not, fundamentally, to be under their parents' authority. As they assume adult responsibilities (sometime in late high school with driving, employment, non-Christian friends, voting, legality of marriage), then part of this, we would think, would be to declare publicly their allegiance to Christ by baptism.

With the consent and encouragement of Christian parents who are members, we will carefully consider requests for baptism before a child has left the home, but would urge the parents to caution at this point. Of course children can be converted. We pray that none of our children ever know any lengthy period of conscious rebellion against God. The question raised by baptism is the ability of others to be fairly confident of that conversion. The malleable nature of children (which changeableness God especially intends for the time when they are living as dependents in the home, being trained in all the basics of life and faith) is a gift from God and is to be used to bring them to maturity. It should also give us caution in assuming the permanence of desires, dreams, affections and decisions of children. Nevertheless, should the young person desire to pursue baptism and membership in the normal course set out by the church, we will examine them on a case-by-case basis, with the involvement of the parents.

In the event of young persons from non-Christian families coming to the church for an extended period of time, professing faith and giving evidence of the reality thereof, requests for baptism and membership would be considered without the involvement of the parents. While all the previous comments on the nature of immaturity still pertain, the fact that such a young person would be doing so despite indifference, or even opposition from their parents would or could be evidence for the reality of their conversion.

Nothing in this statement should be construed as casting doubt about the legitimacy of the baptism of any among us, regardless of how young they were when they were baptized. Because they have continued in the faith into their adult years we assume the legitimacy of their initial profession made at baptism. The question we are concerned with here is looking forward, not backward. To put it another way, we are raising the question about how many people have been baptized at this church in the past as younger people and children who went on to give no evidence of ever having been savingly converted, and what damage was done to them, and to the witness of the gospel through the church's premature baptism of them. It is our judgment that while there is some danger of discouragement on the part of those children who do give some good evidence of being converted and yet are not baptized and welcomed into communicant membership in the church, through good teaching in the home, and through the loving inclusion of the families in the church as we currently do, that danger is small.

Appendix C: Baptism of Children

There is, however, we believe, a greater danger of deception on the part of many who could be wrongly baptized at an age in which people are more liable to make decisions which are sincere, but ill-founded and too often shortlived.

Two other notes in conclusion. First, we realize that this issue is an issue of great emotion for some, and we in no way are trying to lead anyone to disobey their conscience on this matter; we simply are trying to inform and educate our consciences from the Scriptural necessity of a credible profession of faith for baptism. Second, while it is not generally known among American evangelicals today, the practice of baptizing pre-teenage children is of recent development (largely early 20th century) and of limited geography (largely limited to the United States, and places where American evangelicals have exercised great influence). Baptists in the past were known for waiting to baptize until the believers were adults. Baptist Christians around the world are still much more cautious than modern American Christians, often waiting in Europe, Africa and Asia to baptize until children are grown and are in their twenties.

Appendix D:

Core Seminar Resources from CHBC

Appendix D: Core Seminar Resources from CHBC

Core Seminars at Capitol Hill Baptist Church

One of the best ways we can help the children be well-parented and well-taught, is to teach their parents well. At CHBC, this comes in a number of forms. The main form is expositional preaching and thoughtful worship during the worship services. This is supplemented by small groups and inductive Bible study as well as what we call Core Seminars, the adult education hour at CHBC.

Core Seminars are held for all adults and cover a wide range of topics. While the parenting class may particularly help parents in their parenting, all the classes help teach parents truths that they can pass on to their children.

Below is a listing of Core Seminars from the CHBC website: capitolhillbaptist.org. They are resources we are happy to share. Visit the website for more information. New courses are regularly added. Please check back for updates. Link: http://www.capitolhillbaptist.org/resources/core-seminars/

- The Basics track grounds us in the foundational disciplines of the Christian life.
- The Bible Overview track seeks to improve our understanding of Scripture.
- The History and Theology track exposes us to the history and doctrine both of our church and of Christianity throughout the ages.
- The Christian Life track applies God's wisdom to our relationships.
- The Christian Growth track trains us in how to engage the world with the good news of Jesus Christ.

Membership	Basics	Bible	History &	Christian	Christian	Engaging
Matters		Overview	Theology	Roles	Discipleship	the World
<u>Membership</u> <u>Matters</u>	Two Ways to Live Explaining Christianity Jump Start How to Study the Bible Fear of Man Meeting with God Guidance	<u>Old</u> <u>Testament</u> <u>New</u> <u>Testament</u>	<u>Biblical Theology</u> <u>Systematic</u> <u>Theology</u> <u>Church History</u>	Biblical <u>Manhood</u> <u>and</u> Womanhood Friendship, Courtship & Marriage Parenting	Discipling Suffering Biblical Counseling Living as a Church Spiritual Disciplines	Apologetics & Worldviews Evangelism Missions Christians in the Workplace Money

Styled as lectures, the teachers seek to communicate truth in the Seminars while encouraging more interaction with the material in outside conversations. Ideally, attendees of the Core Seminars begin with the Basics track and follow the rest through to the end, acquiring a comprehensive Christian education in a few years' time.

Download our Core Seminar brochure to learn more.

Please feel free to use this Core Seminar material in your church and reproduce handouts as necessary. External links that are found in some of the classes may direct you to material that is copyrighted by other organizations.

Appendix D: Core Seminar Resources from CHBC

Appendix E:

Booklists and Articles from Truths to Teach, Stories to Tell

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

Thoughts on Choosing and Using Books with Your Children

When Should I Start Reading to My Child?

Short Answer: As soon as you want!

Reading is simply another form of language, so why not? Most parents begin talking to their children from birth, and children begin absorbing understanding through voice tone even before the words make sense.

But, if you begin reading to your young infant, don't do it with the agenda of getting them to polish off the Bible by the time they are one! (This sounds ridiculous, but it's amazing what ideas we eager parents get into our heads!)

Do it to begin the pattern of enjoying time together, cuddled on your lap, listening to your voice and with an open heart.

Gradually, as your child develops, watch for cues that they are ready for more. You will see them begin to point to pictures or bring you particular books to read (usually over and over again!). Then you know they are engaging with not just the feel of reading, but the content of what you are reading. That's when you can begin to really think about using books to fill their hearts and minds with truth.

Bible Storybooks FAQs

#1: What's the difference between a Bible storybook and a full Bible? Which would you recommend to using?

A Bible storybook is a collection of Bible stories, written by an author, while the Bible is...well....the Bible--a translation of the entire Old Testament and New Testament into a particular language by a group of Bible scholars.

#2: What are some things to consider in using a Bible storybook?

The Advantages: A Bible storybook--like a good sermon-- can add descriptions about people and places that were known and assumed by the original writers and readers of the Bible, but that aren't obvious to us. They can use language that may be much more suitable for younger children to understand. They can give spiritual insights that help both child and parent learn important truths about God and how He wants us to live. These are all wonderful things.

The Tricky Parts: But, Bible storybooks have their down sides, too. In an attempt to bring the story to life and "up-to-date", authors may take quite a bit of creative license with language and emotion--adding things which may or may not be true. People who write Bible stories for children have to walk a very thin tightrope between bringing a story to life and not adding to it what isn't there. Authors also may choose to shift the true main point of the story to something more to their liking--often a more simple, moralistic application. You must be on your guard to edit on the spot.

Tips for Choosing a Bible Storybook (as well as other Bible-based books)

#1 Theology: Check for sound theology! The story of Noah is often a good story to look at for this. Is it a story of the animals in the ark, or of the mercy and holiness of God towards sinful people? Praise God there are more and more good Bible storybooks with great theology available! But sometimes these books are so bad that you just can't use them. Other times, there are books with only largely-good theology that are so attractively done, that you may choose to edit as you read them aloud rather than not use them at all.

#2 Pictures: Do they show Jesus' face or not? Christian Focus books and Ella Lindvall do not illustrate Jesus' face, feeling that is breaking the 2nd commandment regarding graven images. Many others disagree. They don't believe it breaks the 2nd commandment to carefully use pictures to help teach young children.

#3 Creative License: Does the storybook add details that bring light to the story, but are in keeping with the original Bible text? How much license does the author take in adding extra details (especially emotional) that are not clearly inferred by the original Bible text? The Jesus Bible Storybook (Sally Lloyd-Jones) is an example of a Bible storybook that takes quite a bit of creative license, both in language and emotion enhancement. The Read-Aloud Stories (Ella Lindvall), The Children's Story Bible (Catherine Vos), The Big Picture Bible (David Helm) and The Beginner's Bible (Zonderkidz) are all examples of ones that do not.

#4 Main Point: Does the author seem to bring his own (often moralistic) main point to the story or does he stick to the main point of the original text? (A favorite example: Is the feeding of the 5000 about a little boy who shared his lunch or is it about Jesus revealing Himself as the Bread of Life, the Manna from Heaven, come to save God's people?)

#5 Child-Appropriateness: Are the stories the right length and right language for your child?

#6 Story Choice in the Collection: Does the book offer enough stories? A good cross-section of stories from every part of the Bible?

#7 Use: Are you looking for one-off stories or for something more like a Bible overview?

#8 Appropriate Applications: Does it offer any resources to help you and your family apply the Bible truths to your life?

Tips for Choosing a Bible for Your Child

#1 What's Your Goal?

Is your goal to begin to familiarize your child with a Bible version he will use the rest of their life, even if it is above his comprehension level (many times by quite a bit)? Realize that you will probably need to do more picking, choosing and explaining of passages for your child to understand what you are reading, if this is your approach.

OR

Is your goal to start your child in the process of understanding/reading with a Bible closer to his own comprehension level? If so, look for an easier translation, written on (or closer to) their level and "promote" them up gradually to Bibles with higher reading level as you go.

#2 Early Readers: They might be reading, but are they understanding?

There is a difference between what your early reader can read and what they are retaining. The technical words for this are "de-coding" (spelling out/pronouncing words) and "comprehension" (understanding and remembering what the words actually mean). Early readers are often working so hard to spell out or pronounce the words (de-coding) that there is little brain space leftover for comprehending at the same time. Check on how much they are comprehending by asking them a few questions about what they read. If they are remembering very little, chances are it's that they are so busy de-coding. You may want to choose a simpler Bible version or largely stick to reading aloud to them as their reading skills improve.

#3 Take Some Translations for a Test Drive

Try out some different translations on your children and see what works best for them, based on your goals.

Bible Translations (and some notes about our favorite ones)

READING LEVEL	TRANSLATION				
3rd Grade	New International Reader's Version (NIrV)				
Good NIrV Choices:	NIrV Adventure Bible for Early Readers				
	Kids' Quest Study Bible				
	This is a full, simplified version of the NIV 1984. It is more accessible to both preschoolers				
	and elementary grade children.				
7th Grade	New King James Version (NKJV)				
7th-8th Grade	Holman Christian Standard Bible (HCSB)				
Good HCSB Choice:	HCSB Illustrated Study Bible for Kids				
	The "Southern Baptist" Bible is far more than its nickname implies. While it has updated scholarship, like the ESV, it often scores higher than the ESV in terms of readability for younger children especially. If only they could match the quality of notes in the ESV Study Bible!				
7th-8th Grade	New International Version 1984 (NIV 1984)				
Good NIV 1984 Cho	ice: NIV Adventure Bible, 1984				
	The version has long been the highly favored translation among evangelicals. It is very readable in both word choice and sentence structure. Most suitable for 5th grade and up. It is, however, being replaced by the NIV 2011, which is headed in a distinctly different direction (read below) NOTE: Soon these will only be available through the used Bible market! Right now you can still get them through www.christainbook.com. Apparently Zondervan sold the end of their inventory to them. Buy now, if you want a new copy!				
7th-8th Grade	New International Version 2011 (NIV 2011)				
	The NIV 2011 has replaced the NIV 1984. It is not simply update of scholarship, but a shift towards gender neutral language. This is because of the NIV's commitment to keep up with cultural changes in language. Furthermore, this same commitment means there will be other updates in this version in the future. So, to tie yourself to this Bible version is to tie yourself to further changesdifficult for curriculum writers and those who hope to memorize a Bible version that will remain available for years to come. For this reason, many conservative evangelicals are holding tightly to their old NIV 1984's or shifting to other translations, frequently the ESV or the HCSB.				
10th Grade	English Standard Version (ESV)				
Good ESV Choice: E	SV Seek and Find Bible, ESV Grow Bible				
	Definitely the up-and-coming translation among reformed evangelicals, but test drive it with the ears of a child. Sometimes the language and sentence structure is not easily understandable to younger children. The Study Bible versions do have extremely useful notes and very helpful maps.				
11th Grade	New American Standard Bible (NASB)				
12th Grade	King James Version (KJV)				

Bible Hybrids

A Bible hybrid is a Bible that is a cross between a full translation Bible and a Bible story book. It is like a full translation Bible, because every word in it is from a direct translation of the Bible text. But it is also like a Bible story book, because it only includes selected stories or passages.

#1 The Day by Day Begin-to-Read Bible

A collection of the simplest stories included in the Day by Day Bible, listed below. Lots of pictures.

#2 The Day by Day Bible

This fuller version contains many more passages from every book of the Bible. It is not primarily story-centered, but passage-centered, so it is beginning to feel much/can be used much more like a regular Bible. No pictures.

Other Special Features of The Day by Day Bible

- Chronologically ordered, so that different parts of the Bible that fit together are presented together. So, the Psalms about David are slotted in the stories of his life from 1 Chronicles. The letters of Paul are slotted in with stories from the Book of Acts, etc.
- A checklist for reading through it in 365 days. Nice bite-sized chunks.
- Good bridge for non-readers to confident readers.
- Tons of good lists in the appendix to help you decide what to read to your child, whether with this Bible translation or another version. (lists: Stories by Bible Book; Stories in Chronological Order; 100 Key Teaching Stories; 100 Bedtime Stories; and 100 Stories for Good Family Discussion.)

Should I Do Bible Memory and/or Catechism with My Children?

Bible memory verses and catechisms are concise ways of putting a whole library of Bible truth in children's heads. While some people balk at the idea of helping children memorize concepts deeper than they can fully understand, others see the goal not so much as achieving full, immediate understanding in a young child today, but leaving a legacy in his head for the future.

But on the other hand, don't exasperate your child! Yes, they may be little memory sponges, but you can harden their hearts and discourage them with the very truths you want them to love by forcing them to do too much, too soon and in a format that just isn't appropriate or effective for them.

Remember: your point isn't just to check off the list that you taught these truths to your children. It's to try to make them stick in places where they will stay for years. Better to do less but do it well, than to think you've done it all and done it poorly or at the cost of a soft heart.

And one more thing: there is more than one way to skin a rabbit! Bible memory and catechism doesn't always have to take a recitation format. There are many Bible verses and catechism-like questions and answers put to song. There are games you can play to help them learn, too.

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

If nothing else, check out the resources for Hide 'n' Seek Kids and Deep Down Detectives at www.praisefactory.org. All the Bible verses and catechism-like Big Questions are set to song; and, there are simple movement activities (called Music, Movement and Memory) you can do with them. For elementary-aged kids, all 104 Praise Factory scripture verses are also set to music. And, there is a section of games that can be used as a fun way to memorize any Scripture Verse.

What Books Can and Cannot Do

WHAT BOOKS CAN DO:

#1 Books can help you present truths in an orderly fashion.

#2 Books can be a springboard into important conversations with your children.

#3 Books can help you learn good language to use with your children (or other people's children) on their level as you have those important conversations.

#4 Books can help leave a library of truth in your children that can be used by God their whole life: a kind of time release capsules of wisdom and knowledge.

#5 Books can provide a wonderful time of sharing for you and your child. You can build memories and intimacy as you share thoughts, time, and the warmth of touch with your arm around them.

WHAT BOOKS CAN'T DO

#1 Books can't provide a one-size-fits-all formula for teaching every child. And if the book you read says it can, beware! It can't!

#2 Books can't save your child. No amount of books or information can bring salvation to your child! This is a work of God, by His Holy Spirit, in His perfect timing, according to His perfect will.

#3 Books can't replace the testimony of a godly, faithful life, only enhance it. Books are one thing, but real life is another. How you live is the blank canvas for the truths you teach. Life paints them in vibrant, unforgettable colors. And remember: while God's righteousness and love might be what we would always desire the canvas of our lives to show (and thank God for when it does!), God is just as faithful to use our failings to display Himself. When we do fail and humbly seek His (and others') forgiveness, God is kind to use these times to reflect His mercy and compassion towards sinners--namely us and like our children. Our lives are much more about the business of REDEMPTION, than they are a picture of PERFECTION, as much as we might wish it to be otherwise. And through all of it, the truths about God we tell our children are brought to light.

#4 Books can't replace your common-sense knowledge of your own child. It will take your discernment to know what the right type of book and the right pacing of learning is best for your child. What if your neighbor's child can read already and yours doesn't? Don't push your child to hurry up and read if they aren't ready. Help your child enjoy books as he is able. (FYI: reading is a developmental skill that can fully develop as late as 2nd grade! Be patient!) What if your friend's child has read and memorized the entire book of Leviticus and can recite it backwards in Hebrew...while your child can hardly sit still let alone say their ABC's? Stop comparing! Help your child learn, read and memorize as she is able! The point is making a connection with your child, where they are, not to keep up with the Jones!

Also, just because a book tells you to do something, doesn't mean you should do it...unless it's the Bible, of course! Weigh what you know about your child with what the book is asking them to do or understand. Is he ready for it, or would he be better off with a slower, simpler pace; or, a faster, more complex pace?

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

#5 Books can't replace the wisdom of parents with children older than yours. It is easy to read a book and latch onto a particular system or ideal, only to find that you and/or your child is frustrated. This is especially true if you are an eager first-time parent. Seek out older, seasoned parents or even teachers who you know! They are invaluable resources! Parents with older children often have wrestled with similar issues and are able to give you good advice about how to use books to teach biblical truths to children and pitfalls to avoid. It can be especially helpful to particularly seek out parents who have a similar type of child as yours. Perhaps you have a wiggly Wade or a studious Susan. Talking to parents with older children of the same type can help you learn more about how to reach and teach your particular type of child, given their strengths and weaknesses.

Where Can I Get These Books?

#1 The CHBC Main Library: Downstairs (to borrow)

Some of these books will be on loan through the main CHBC Library located in the basement of the church. We are hoping to add quite a few more of the titles you see here to that collection, as space allows.

#2 The CHBC Children's Resource Library: 3rd Floor (to borrow)

Books that we cannot fit downstairs in the Main CHBC Library, we will add to the Children's Resource Library upstairs on the 3rd floor. Why not just put all the books up there? Because this library has a lot of other materials that are used only by the teachers and there is a lot to weed through.

#3 The CHBC Bookstall (to purchase)

Some of these books are available in the CHBC bookstall. If you find them there, they will be at about the best price you can find pretty much anywhere.

#4 Online Booksellers (to purchase)

amazon.com	All books, except Good Book Company and Matthias Media. They are carrying an increasing number of Christian Focus books.
wtsbooks.com	Westminster Theological Seminary Bookstore. Many of our favorite books, at great prices, including some Christian Focus publications.
cvbbs.com	Cumberland Valley Bible Book Service. Many of our favorite books, at great prices. The whole line of Christian Focus publications. Only US source I know of to purchase the Jim Cromarty books (He's Australian.)
matthiasmedia.com (usa)	US source for Australian-based Matthias Media. Books like <u>Who Will Be King?</u> and <u>Gumtree Gully</u> (children's versions of <u>Two Ways to Live</u>)
christianfocus.com (usa)	US source for Christian Focus Books. However, wtsbooks.com and cvbbs.com seem to have better prices, (though more limited quantities).
the goodbook.com	Only US source for books by this publisher.
christianbook.com	Largest, single dealer in Christian Books in the US. They will tend to have only the most "mainstream" books, such as those published by Crossway and Zondervan.

Booklist of Helpful Resources

About This Booklist

Great books are coming out all the time. This booklist is a snapshot of favorites available at the time of publication. The good news is there are far more new, good books out there by the time you are reading these words! This list is an appetizer and may introduce you to some new publishing houses filled with treasures for your family. The booklist online we try to keep updated with new favorites.

The books are grouped by category. Within each category, **books are ordered loosely by age-appropriateness.** Loosely, because children's abilities and interests vary widely. Your best bet is to try out books with your children and see what is a good fit. Borrow it from the church library or a friend. You may also want to read online reviews and see what age child tends to be reading the book.

The Age Ratings: Wherever possible, I have listed the suggested age levels the publisher gives for each book. Again, these are simply guidelines! Look for a good fit for your child, not the publisher's average child! It's a good connection with your child---not with some publisher's opinion that matters.

Where to Find These Books:

Most of these books can be ordered through amazon.com, christianfocus.com, cvbbs.com or wtsbooks.com. If there is an exclusive, unusual source of a particular book, I will list it. Otherwise, assume you can get it in through these four, major websites listed above.

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

Parenting Books

First Time parents (especially) beware of using these or any parenting books as a textbook for your child. Each book has its own bent and is most helpful when read in combination with other ones. Input from other parents--particularly those with older children--can be invaluable in learning to apply ideas to real live kids.

Parenting Books: The First Year of Parenting

On Becoming Baby Wise

Garry Ezzo, Robert Bucknam

We recommend only using this "secular" version of the Ezzo book. We do not condone Ezzo's use of Scripture to prove scheduling and other concepts found in the other "Christian" version of this book (This is called Let the Children Come Along the Infant Way). Sleep scheduling, as he presents it, comes across as a strict necessity, rather rigidity put in place, instead of as a matter of helpfulness, nuance and understanding of your particular child. While there is a lot of very good material in this book, we strongly caution you, sometimes desperate first-time parents, who might be grasping for a fail-safe formula for raising children. Ezzo's language can lead you to feel like you must do things his way, all-the-way in order for your children to come out well. Take his advice with a grain of salt and if in doubt, talk to other parents with older children to gain perspective in how to apply ideas to real live kids. Ezzo's best ideas are helpfully balanced with Secrets of the Baby Whisperer, listed next.

Secrets of the Baby Whisperer

Tracy Hogg

This book conveys many of the same helpful ideas as the Ezzo book listed above, but without many of the legalistic trappings.

A Mother's Heart

Jean Fleming

New First Three Years of Life: Completely Revised and Updated

Burton L. White

This secular book is based on Dr. White's 37 years of actual observation and research of the developmental stages children 0 to 3 years go through. He gives very commonsense tips everything from best toys to buy to dealing with many common issues parents face with their child. Interestingly, Dr. White's observations about what works best with children echoes much of biblical wisdom. Use it in combination with other Christian books on parenting.

Parenting Books: Toddlers and Up

The Shaping of the Christian Family: How My Parents Nurtured My Faith

Elizabeth Elliot

Give Them Grace: Dazzling Your Kids with the Love of Jesus

Elyse Fitzpatrick, Tullian Tchividjian

This is a good book to balance out other parenting books that have a very distinct "formula" to raising children. It can help parents remember not just the "method" but the grace that is so needful in winsome, godly parenting.

Don't Make Me Count to Three

Ginger Plowman

Shepherding a Child's Heart

Tedd Tripp

Some very good ideas, but very much influenced by a paedo-baptist covenant view of children in a Christian family.

Hints on Child Training

H. Clay Trumball

This is Elizabeth Elliot's grandfather! While I would not use this book exclusively, he does bring a fresh, different perspective on parenting children that provides a very good balance to other general parenting books.

Raising Real Men: Surviving, Teaching and Appreciating Boys

Hal and Melanie Young

Raising a Christian Daughter in an MTV World

Mary Ruth Murdoch

A Mother's Heart

Jean Fleming

A Manual for the Young: Bridges' Practical Exposition of Proverbs 1-9

Proverbs

Charles Bridge Two good resource for parents. Easy to reference. Good to read with teenagers.

Feminine Appeal

Carolyn Mahaney Great resource for parents. Good to read with teenage girls.

Girl Talk

Carolyn Mahaney & Nicole Mahaney Whitacre Great resource for parents. Good to read with teenage girls.

Childhood Conversion (pamphlet)

How Children Come to Faith in Christ (CD available from Family Life Today) Jim Eliff Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **Praying for the Next Generation**Sally Michael only at *childrendesiringgod.org*

Your Child's Profession of Faith

Dennis Gundersen Calvary Press

The Heart of Anger

Louis Paul Priolio Shepherd's Press

Thoughts for Young Men

J.C. Ryle Great resource for parents. Good to read with teenage boys. *amazon.com,*

Age of Opportunity

Paul Tripp A book on parenting adolescents.

Parenting Adolescents Making Peace with Your Teenager

Kevin Huggins Two books that help you think about your hungry parent-heart for your child to be a certain way and points you and them to Christ instead.

Treasuring God in Our Traditions

Noel Piper

CCEF Booklet Series: Help for Stepfamilies; Angry Children; Helping Your Adopted Child; How Do I Stop Losing It with My Kids? Recovering from Child Abuse; ADD: Wandering Minds and Wired Bodies; Teens & Sex: How Should We Teach Them?

Wonderful booklets by various authors only through ccef.org

Bible Story Books

The Beginner's Bible (and The Beginner's Toddler Bible) (ages 2 and up) kidz

Zonder-

The Bible in Pictures for Toddlers(ages 2 and up)Ella K. LindvallMoody Press

God Is Great: A Toddler's Bible Storybook (ages 2 and up) Carolyn Larsen

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **A Child's First Bible** (ages 2 and up) **New Bible in Pictures for Little Eyes** (ages 2 and up) Kenneth Taylor

The Candle Bible for Toddlers (ages 2 and up)

Juliet David Candle

Little Hands Story Bible (ages 2 and up) Carine MacKenzie Christian Focus

The First Step Bible (ages 1 and up) Mack Thomas Gold n' Honey

Marians's Big Book of Bible Stories (ages 3 and up)

Marian M. Schoolland Out of print but readily available through used book websites, including amazon.com

Read with Me Bible: An NIrV Story Bible for Children (ages 2/4 and up) Read with Me Bible for Toddlers Doris Rikkers Zonderkidz We use with our preschoolers

Read Aloud Bible Stories, multiple volumes (ages 2 and up) **Parables Jesus Told: the Tell Me Stories**

Ella Lindvall Moody Press Wonderful illustrations. Great with even very, very young children. *amazon.com*

The Christian Focus Story Bible (ages 4 and up)

Catherine Mackenzie Christian Focus Publishers

365 Bible Stories for Young Hearts (ages 4 and up) Leon Hudson Crossway

365 Great Bible Stories: The Good News of Jesus from Genesis to Revelation (ages 4 and up)

Carine Mackenzie Christian Focus

My First Study Bible (ages 6 and up) Paul J. Loth

The Gospel Story Bible: Discovering Jesus in the Old and New Testaments (ages 4 and up)

Marty Machowski New Growth Press Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **The New Children's Bible** (ages 4 and up) Anne de Vries

The Jesus Storybook Bible (ages 4 and up)

Sally Lloyd-Jones

Loved by many families, but be aware! She does take more creative license in terms of language and emotion than most Bible story books. You may want to tone things down in a few places. This book borders more on literature rather than straight Bible story book. Better for family use. I would NOT suggest using it in its curriculum format (now available through amazon.com) because it sets an example of attributing emotional elements to characters in the Bible story that aren't there and might not even be appropriate (like some of those she attributes God having in particular stories). We want Bible stories to come to life in our Sunday School classes, but we also want to be teaching our teachers and our children to study the Bible well. I don't think that this book as curriculum sets a good didactic example to teachers or children. Leave this book for use as an enjoyable storybook.

Big Picture Story Bible (ages 2 and up)

David R. Helm & Gail Schoonmaker Crossway Books All of redemptive history from before the beginning to after the end! Wonderfully done.

The Mighty Acts of God: A Family Bible Story Book (ages 8 and up)

Starr Meade

The Child's Story Bible (ages 4 and up)

Catherine Vos Eerdmans

The Children's Bible in 365 Stories (ages 3 and up)

Mary Batchelor Lion Publishing Does a wonderful job of tying in Bible stories chronologically so that you get a feel for how the psalms of David fit in with the history of David, the epistles of Paul fit in with Acts, etc.

The Bible History As Told to Our Children, 3 volumes (elementary school age and up)

John Vreugdenhil Available almost exclusively through Reformation Heritage Books. A bit "old school" but the stories are wonderfully told, as by a grandfather talking to his grandkids.

only at heritagebooks.org

Individual Bible Story Books: Board Books (ages 0-3)

Stories Jesus Told: The Missing Sheep. The Runaway Son, The Selfish Servant, The Lost Coin, The Proud Prayer, The Foolish Farmer Carine Mackenzie Christian Focus

Jesus Saves His People, Jesus Helps His People, Jesus Rescues His People Catherine Mackenzie Christian Focus

Famous Bible Stories Series: Noah's Ark, Baby Moses, Joseph's Coat, Samuel's Surprise, Naaman the Soldier, Jonah and the Big Fish, Ruth's Journey Carine Mackenzie Christian Focus

The Special Baby-Jesus, Big Crash, Safe at Sea, Safe with the Lions, the Little Rich Man, the Man on the Mat, The Singing Shepherd-David, Amazing Jar of Oil, The Kind Man, The Big Picnic, The Man Who Couldn't Pay; There's a Hole in My Roof

Hazel Scrimshire Christian Focus

Born to Be King series: Mary and Joseph Love Jesus (1), The Shepherds Find Jesus (2), Simeon and Anna See Jesus (3), The Wise Men Help Jesus (4) Catherine Mackenzie Christian Focus

Individual Bible Story Books

The Lord's Prayer for Little Ones (ages 3 and up) Allia Zobel Nolan

God Creates Series: God Creates Light; God Creates Fish and Birds; God Creates Animals and People; God Creates a Day of Rest; God Creates New Life in Me; God Creates the Land, Seas and Plants; God Creates the Sun, Moon and Stars; God Creates the Water and the Sky Catherine Mackenzie

Bible Wise Series (ages 2-7)

Daniel: the Praying Prince; Samuel: the Boy Who Listened; Barnabas: the Encourager; David: The Fearless Fighter; Sarah & Abraham: The Wonderful Promise; Elijah: God's Miracle Man; Jonathan: The Faithful Friend; Jesus Is Live: The Amazing Story; Miriam: The Big Sister's Secret; Joseph: God's Dreamer; Saul: The Miracle on the Road; Jesus: The Promised Child; Paul: Journeys of Adventure; Noah: Rescue Plan Carine MacKenzie Christian Focus Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **Life of Jesus for the Very Young** (ages 4 and up) Isobel Tallach

The Special Baby-Jesus, Big Crash, Safe at Sea, Safe with the Lions, the Little Rich Man, the Man on the Mat, The Singing Shepherd-David, Amazing Jar of Oil, The Kind Man, The Big Picnic, The Man Who Couldn't Pay; There's a Hole in My Roof paperback version of the board books

Hazel Scrimshire Christian Focus

God's Little Guidebooks: Creation (ages 3 and up)

Catherine Mackenzie Christian Focus

God's Little Guidebooks: 10 Commandments Box Set (ages 3 and up)

Hazel Scrimshire Christian Focus

Little Hands Life of Jesus (ages 3 and up) Carine MacKenzie Christian Focus

Bible Alive Series: (ages 4-7)

David the Shepherd: A Man of Courage; Jesus the Storyteller; David the Soldier: A Man of Patience; David the King: True Repentance; Moses the Traveller: Guided by God; David the Fugitive: True Friendship; Jesus the Child; Jesus the Healer; Moses the Child: Kept by God; Jesus the Savior; Moses the Leader: Used by God; Moses the Shepherd: Chosen by God; Jesus the Miracle Worker; Jesus the Teacher

Carine MacKenzie Christian Focus

Caring Creator (ages 3 and up) Carine MacKenzie Christian Focus

The Plan: How God Got the World Ready for Jesus (ages 4-7) Sinclair B. Ferguson Christian Focus

Bible Time Series: (ages 4-7)

Esther the Brave Queen; Peter--the Apostle; Mary: Mother of Jesus; Hannah: The Mother Who Prayed; Simon Peter: Disciple; Joshua: Brave Leader; Ruth: the Harvest Girl; Martha & Mary: Friends of Jesus; Jonah: the Runaway Preacher; Peter: Fisherman; John: the Baptist; Rebekah: Mother of Twins; Gideon: Soldier of God; Moses: Man of God; Paul: The Wise Preacher; Nehemiah: Builder for God Carine MacKenzie Christian Focus Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **Creation Series** (ages 4 to 7) Carol Leah Christian Focus

Children of the Bible (ages 4 to 7)

Carine Mackenzie Christian Focus

Hall of Fame: Old Testament; New Testament (ages 4 to 7)

Catherine Mackenzie Christian Focus

Jesus Teaches Us Series: How To Be Happy; How to Be Good; How to Be Wise (ages 4-7) Sinclair Ferguson

Magnificent Amazing Time Machine: A Journey Back to the Cross (ages 4 and up) Sinclair Ferguson

God, the 10 Commandments and Jesus (ages 4- and up)

Carine Mackenzie Christian Focus

Wise Words to Obey: Words of Wisdom from the Book of Proverbs

Carine Mackenzie Christian Focus

How to Be a Bible Princess (ages 8 to 12)

Catherine Mackenzie Christian Focus Stories about Bible princesses and what we can learn from them about being daughters of the King of Kings. Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

Meditations on Individual Scriptures

Sammy and His Shepherd: Show Me Jesus in Psalm 23 (ages 4 and up) Susan Hunt

David and I Talk to God Series and God's Word in My Heart Series: (ages 4 and up) Make Way for the King Psalms 145 and 24 for Children What Can I Say to You, God? Verses from the Psalms on Prayer God Cares When I'm Thankful Sometimes I Think "What If?" Psalm 46 for Children God Cares When I Don't Know What to Do And many other titles These are out of print, but obtainable. They are wonderful! All by Elspeth Campbell Murphy David C. Cook

available through used book stores only, but can type in title in search engine for amazon.com and find where copies can be located

Bible Story Activity Books and Resources

Colour the Bible Series: (ages 4-7) Book 1: Genesis - 2 Chronicles Book 2: Ezra-Daniel Book 3: Hosea-Malachi Book 4: Matthew - Mark Book 5: Romans - Thessalonians Book 5: 1 Timothy - Revelation Carine MacKenzie Christian Focus Coloring pictures and a fill-in-the-blank verse. New King James Version.

Bible Story Coloring Book Series: (ages 4-7) **Story of Abraham, David, Joseph, Mary, Moses, Jacob, Nehemiah, Peter, Ruth, Paul, Miracles of Jesus** Catherine MacKenzie Christian Focus

Puzzle Book Series (ages 4-7) **Birth of Jesus Jesus and the Resurrection** Christian Focus

Bible Numbers, A Bible Alphabet, The Work of His Fingers (ages 4-7) Alison Brown Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell Books of the Bible Coloring Books: (ages 4-7) Book of Genesis Hebrews-Men of Faith Colour the Gospel: Matthew Colour the Gospel: Mark Colour the Gospel: Luke Colour the Gopsle: John My Bible ABC Activity Book Catherine Mackenzie Christian Focus Coloring pictures and a fill-in-the-blank verse. New King James Version.

Go to the Ant Coloring Book (ages 4-7) Judy Rogers (companion book to her audio CD, listed in Music section)

Coloring Book Series: Animals of the Bible Bible Discover and Color Philip Snow Christian Focus

Bible People Coloring Book Series: (ages 4-7) Apostles Baby Moses David and the Giant Bible Work Bible Miracles Carine Mackenzie Christian Focus

Puzzle Book Series The Greatest Rescue: Jesus and the Resurrection The Queen's Feast: Esther The Greatest Gift: Birth of Jesus Bible Detectives Acts: Fun Bible Studies using Puzzles and Stories Journey to Jericho: Moses, Joshua and Amazing Journey God's Builder: Nehemiah The Big Contest: Elijah The Brave Ruler: Daniel Ros Woodman Christian Focus

God's Little Giants Boys and Girls in the Bible (ages 4-7) Hazel Scrimshire Christian Focus

Busy People (Bible People) (ages 4-7) **Connect the dots** Carine MacKenzie Christian Focus Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **Big Fish Activity Book** (ages 4-7) Ros Woodman Christian Focus

Bible Detective Series:

Genesis (ages 4-7) Exodus (ages 4-7) 1 Samuel (ages 8-12) Matthew (ages 8-12) Mark (ages 4-7) Luke (ages 4-7) John (ages 4-7) Acts (ages 8-12) The Quiz Book (ages 4-7) Ros Woodman and Marianne Ross Christian Focus

Flannelgraph Pictures

Yes, I know it seems "old school," but nothing charms preschoolers like flannelgraph. They are a great way to have the children interact with a story you are telling or to re-tell it back to you after you have read it to them.

Proper flannelgraph can be purchased through Betty Lukens

https://www.bettylukens.com

Pictures that you print out on paper and laminate can be downloaded through Praise Factory with the Hide 'n' Seek Kids and Deep Down Detectives. These go with each of the 85 preschool stories. The curriculums also include review games to play with these pictures. You can also purchase these on amazon.com. *only on The Praise Factory website*

Children's Bible Story Sermons

These are stories of a slightly longer format which tell the story as well as draw out particular applications.

Ninety Story Sermons for Children's Church 120 Dramatic Story Sermons for Children's Church

New Testament Story Sermons for Children

Marianne Radius

Her materials are excellent. One who inspired me to do the writing I'm doing. Daughter of Catherine Vos. Good reformed stock! Sometimes this is only available through used book stores. Well worth finding and keeping.

available through used book stores only, but can type in title in search engine for amazon.com and find where copies can be located

Bible Hybrids

Day by Day Kid's Bible (ages 7 and up) Day by Day Begin-to-Read Bible (ages 4 and up) Karyn Henley Tyndale Kids Never seen anything quite like it! Chronological, great lists in back, a quasi-translation rather than just a story Bible. Even includes the prophets and the epistles. A number of great lists at end of book that are very, very helpful for curriculum planners, teachers, and parents.

Bibles

NIrV Adventure Bible (full version) Reading Level: 3rd Grade

NIV 1984 Adventure Bible Reading Level: 7th-8th Grade

HCSB Illustrated Study Bible for Kids Reading Level: 7th-8th Grade

ESV Seek and Find Bible, ESV Grow Bible

Reading Level: 10th Grade

Bible Memory

Fighter Verses: Bethlehem Baptist (now also have musical versions of these verses available) Very well done. ESV and NIV1984 versions.

Bible Memory Program for the Children of CHBC and Parent Resource Book

First Book of Memory Verses Carine Mackenzie Christian Focus

Also see Truth and Grace Memory Books in Catechism Resources

Bible Memory Activity Books

God Loves Me (ages 4-7) Sarah Womersley Christian Focus

God Cares (ages 4-7) **God Is Good God Loves You** Hazel Scrimshire Christian Focus

Verses: Bible Pictures to Color (ages 4-7) God Is Faithful God Is Everywhere Carine MacKenzie Christian Focus

Bible Verses Set to Music

Also see the What God Says Theology Coloring Book Series: (ages 4-7) Bubble-letter style Bible verses related to each of these topics. New King James Version.

Also see the Colour the Bible and Colour the Gospel Series listed under Bible Story Activity Books Coloring pictures and a fill-in-the-blank verse. New King James Version.

Hide 'em in Your Heart: Volumes 1 & 2 Steven Green

Sovereign Grace Kids Music: Awesome God, To Be Like Jesus, Walking with the Wise Wonderful music! only sovereigngracemusic.org

Hide 'n' Seek Kids, Deep Down Detectives, and Praise Factory Investigators Songs These are all the hymns, Bible Verses and Big Questions used in these three curriculums, all set to music. *only on The Praise Factory website*

christianbook.com The children's music section of this website lists quite a few audio CDs of Bible verses.

The Gospel

The Gospel for Children: A Simple, Yet Complete Guide to Help Parents Teach Their Children the Gospel of

Jesus Christ (ages 5 and up) John B. Leuzarder Very God-centered version of the gospel. Nice little illustrations, too.

Who Will Be King? (ages 4 and up)

Matthias Media Excellent and very simple for children to remember. Available in English, Spanish and Chinese. Very inexpensive. Great to give out at large events or even at Sunday School to visitors, etc. *matthisamedia.com*

GumTree Gully (ages 5 and up)

Kel Richards

Matthias Media

A tale of the Australian bush that does a fantastic job of illustrating the gospel for kids. We turned it into a puppet show that our grade school kids put on for preschoolers. High schoolers at a local Christian school did the puppet show for their mission trips to some overseas orphanages.

matthisamedia.com

The Gospel Story Bible (ages 4 and up) Marty Machowski

How Do I Get to Heaven? (ages 4 and up) Christian Focus

This Is No Fairy Tale (ages 4 and up) Dale Tolmasoff

Your Child's Profession of Faith Dennis Gundersen Calvary Press

Stewardship

In God We Trust: A Christian Kid's Guide to Saving, Spending and Giving

Larry Burkett

Standard Publishing

A board book format that teaches kids about stewardship of their money and can be used as a bank. Sounds crazy, but it is a great resource! A very hands-on and understandable presentation of what can be a confusing, abstract concept.

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

Theology

Theology: Board Books (ages 0-3)

I Can Say to God, I Love You; I Can Say to God, Please; Catherine MacKenzie Christian Focus

God Made Series: God Made Water; God Made Weather; God Made Colors; God Made Food; God Made Me; God Made the World; God Made Time Catherine MacKenzie Christian Focus

God Gave Me Series: God Gave Me Hearing; God Gave Me Sight; God Gave Me Smell; God Gave Me Taste; God Gave Me Touch; God Gave Me Feelings Catherine MacKenzie Christian Focus

Atrributes of God Series: God Has Power; God Is Everywhere; God Is Faithful; God Is Kind; God Knows Everything; God Never Changes

Carine MacKenzie Christian Focus

Theology: Paperback and Hardback

Learn about God series (ages 0-3) Catherine Mackenzie Christian Focus Publishers Board books for very young children. Great.

My 1st Book of Questions and Answers (ages 0-3) Carine Mackenzie Christian Focus

Leading Little Ones to God: A Child's Book of Bible Teachings (ages 4 and up) By Marian M. Schoolland Eerdmans

What God Has Always Wanted: The Bible's Big Idea from Genesis Through Revelation (ages 4 and up) Charles F Boyd Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell Jesus Is Coming Back! (ages 2 and up) I Can Talk with God Jesus Loves Me Jesus Loves the Little Children I Love My Bible! God Knows My Name Every Child, Everywhere! Most of All, Jesus Loves You! (with Noel Piper) Jesus Is With Me Let's Explore God's World Debby Anderson Some of these are available as board books, too.

God Made Something Series: (ages 2 and up) God Made Something Amazing, Beautiful, Clever, Enormous, Funny, Quick, Strong, Tall Penny Reeve

Atrributes of God Series: (ages 2 and up) God Knows Everything God is Kind God is Faithful God Is Everywhere God Has Power God Never Changes Carine MacKenzie Christian Focus

Stop and Look At Yourself, Stop and Look at God's World, Stop and Look at God's Word

(ages 3 and up) Donna Drion Day One Publications

That's When I Talk to God (ages 4 and up) Dan Morrow

Big Thoughts for Little Thinkers: The Scripture, The Trinity, The Gospel (ages 4 and up) Joey Allen New Leaf Press

Big Book of Questions and Answers (ages 4 and up) **Big Book of Questions & Answers about Jesus Big Book of Bible Truths** Ferguson Sinclair Christian Focus

Living With God (ages 4 and up) Beginning with God Meeting with God Nancy Gorrell Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **How Do I Get to Heaven?** (ages 4 and up) Nancy Gorrell

All Things Bright and Beautiful (ages 3 and up)

Cecil Frances Alexander

The Caring Creator (ages 4 and up) Carine Mackenzie Christian Focus

Songs of Creation (ages 4 and up) Paul Goble Eerdmans

The Names of God (ages 4 and up) Sally Michael

Children's Bible Basics Series: (ages 4 and up) Who is God? Who is Jesus? What is a Christian? What is a Church? What is Prayer? What Happens When We Die? Why Do I Do Things Wrong? The Holy Spirit in Me **Growing Jesus' Way** Angels When Jesus Comes Back And other titles By Carolyn Nystrom Moody Press One caution: the child in these stories is definitely converted. You want to make sure that whoever you read this to understands the decision that must be made in order to become a Christian.

Caleb's Lamb (ages 6 and up) Helen Santos

A Faith to Grow On: Important Things You Should Know Now that You Believe (ages 7 and up)

John MacArthur Tommy Nelson

Grandpa's Box: Retelling the Biblical Story of Redemption (ages 7 and up)

Starr Meade

A Young Person's Guide to Knowing God (ages 7 and up)

Patricia St. John

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

Of Pandas and People: The Central Question of Biological Origins

Percival Davis and Dean Kenyon

High School Level book that looks at the origins of humanity. More of a science book than a theology book, but useful with teenagers grappling with the truth of the biblical theology of creation.

Theology Activity Books

What God Says Theology Coloring Book Series: (ages 4-7) Bubble-letter style Bible verses related to each of these topics. New King James Version. God Does It Right God is Always Fair series God Does a Swap Holiness Salvation Creation Redemption Repenting Catherine MacKenzie Christian Focus

Atrributes of God Coloring Book Series: (ages 4-7) God Knows Everything God is Kind God is Faithful God Is Everywhere God Has Power God Never Changes God Is Forever Carine MacKenzie Christian Focus

Why Series: (ages 7-14) Why Did Jesus Come? Why Did Jesus Die? How Do I Know I'm a Christian? The Best Present Alison Mitchell thegoodbook.com

Theology: Catechisms and Catechism-Like Resources

ABC Bible Verses (ages 3 and up) Big Truths for Little Kids Susan Hunt Advocates of believer-baptism only be aware: Hunt's Presbyterian-based covenant theology and infant baptism does show up in how she writes.

My 1st Book of Questions and Answers (ages 4 and up) My 1st Book about Jesus My 1st Book Of Bible Promises My 1st Book Of Bible Prayers My 1st Book Of Christian Values My 1st Book of Memory Verses Carine Mackenzie Christian Focus

Bible Questions and Answers--a First Catechism (ages 4 and up) Carine MacKenzie Christian Focus

Big Book of Questions and Answers (ages 4 and up) **Big Book of Questions & Answers about Jesus Big Book of Bible Truths** Sinclair Ferguson Christian Focus

Catechism: Bible Questions and Answers: Teacher's Manual (ages 4 and up)

Diana Kleyn Christian Focus Companion volume to Sinclair Ferguson's book

The Family Worship Book (ages 4 and up)

Terry L. Johnson

Catechism for Young Children, Original Edition (ages 4 and up)

Presbyterian Church of America wtsbook.com

First Catechism (ages 4 and up) Presbyterian Church of America wtsbook.com

Children's "Prove It" Catechism Truth for Eternity Ministries (ages 4 and up)

formed Baptist Church Grand Rapids, MI Catechism for Young Children G.I. Williamson Makes slight, baptistic changes from the Westminster Shorter Catechism only through http://www.vor.org/rbdisk/html/proveit/fulltext.htm Re-

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell Hide 'n' Seek Kids, Deep Down Detectives, Praise Factory Investigators curriculum (ages 2 -grade 5)

These three curriculums are all based on a Question/Answer format and can be used as a catechism resource. Include games, songs, action rhymes as well as a bible story that focuses on each concept/question. The take home sheets, available in the parent resources section for each curriculum, have helpful summaries of all key concepts and include concept-related questions.

on The Praise Factory website and amazon.com

Praise Factory Investigators

The 16 Big Questions and Answers and what they mean set to music. A sing along storybook is also available which provides a story line that includes the lyrics to all the songs and a lot more truth. Available through amazon.com

The Praise Factory Curriculum Tour (Basic and Extended Versions)

A helpful and colorful overview of Praise Factory family of curriculum, philosophy, FAQ's and Scope & Sequences. Available through amazon.com

The Westminster Shorter Catechism Songs, Volume 1, Q&A 1-28 (Audio CD) (ages 4 and up) The Westminster Shorter Catechism Songs, Volume 2, Q&A 29-56 (Audio CD) The Westminster Shorter Catechism Songs, Volume 3, Q&A 57-85 (Audio CD) The Westminster Shorter Catechism Songs, Volume 4, Q&A 86-107 (Audio CD) only through wtsbook.com

The Shorter Catechism Activity Book: Learning The Truth Through Puzzles (ages 6 and up)

Marianne Ross Christian Focus

Training Hearts Teaching Minds: (ages 7 and up) **Family Devotions Based on the Shorter Catechism**

Starr Meade Puritan & Reformed Six days of devotions per each catechism question. Great for elementary ages.

Shorter Catechism Activity Book: Learning the Truth through Puzzles (ages 7 and up)

Marianne Ross Christian Focus

Truth and Grace Memory Books

Tom Ascol

These are a Reformed Baptist set of books which sets catechism questions from the Baptist Catechism as well as memory verses to be learned from 2 years old through 4th (Book 1) and 5th through 8th grade (Book 2). Great words of advice in the foreword about how to approach use of these books. I would caution you to both encourage your child to learn these, yet always put your commonsense hat when looking at what someone else sets as an appropriate agenda for your child's grade/age. Better to learn less with a soft heart than to force through everything listed for your child's age group and actually embitter them.

Available through used book stores. Can find them through amazon.com.

Devotions

Long Story Short: Ten-Minute Devotions to Draw Your Family to God (ages 4 and up)

Marty Machowski

The Building on the Rock Series (ages 4 and up)

By Joel Beeke & Diana Kleyn Christian Focus Publishers How God Sent a Dog to Save a Family and other Devotional Stories How God Stopped the Pirates and other Devotional Stories How God Used a Thunderstorm How God Used a Snowdrift How God Used a Drought and an Umbrella Christian Focus

A Book for Family Reading Series (ages 4 and up)

Jim Cromarty Evangelical Press Multiple volumes in this series: Book 1, Book 2, Book 3, etc.

Training Hearts Teaching Minds: Family Devotions Based on the Shorter Catechism

(ages 6 and up) Starr Meade Puritan & Reformed Six days of devotions per each catechism question. Great for elementary ages.

Wait till you see the butterfly and other short stories for boys and girls (ages 5 and up)

Dorreen Tamminga Banner of Truth

God's Mighty Acts in Salvation (ages 4 and up)

God's Mighty Acts in Creation (ages 4 and up) Starr Meade

Crossway

A Year with Your Children in the Bible: A Family Devotional Resource (ages 4 and up) Jim Cromarty

Lord of Glory (ages 4 and up)

Jim Cromarty A year with your children in the Bible, Jim Cromarty has here provided another ideal tool to help parents to do just that! Each day's reading covers two full pages and takes the reader through the person and life of our Savior.

Queen Victoria's Request (ages 6 and up) Charles Spurgeon Christian Focus Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell XTB Series: (for your children to use) (ages 4-7) The Book of Beginnings Miracles & Dreams Comings & Goings Travels Unraveled Easter Unscrambled Summer Signposts Christmas Unpacked Alison Mitchell Each book includes three months worth of Bible readings and activities

Table Talk Series (family devotions that tie directly into the XTB Series) (ages 4-7) The Book of Beginnings Miracles & Dreams Comings & Goings Travels Unraveled Easter Unscrambled Summer Signposts Christmas Unpacked Alison Mitchell Each book includes three months worth of Bible readings and activities

God's Alphabet For Life: Devotions for Young Children (ages 4 and up) Joel Beeke

Why Easter? A Children's Devotional (ages 4 and up) Barbara Reaoch

Get Wisdom!: 23 Lessons for Children about Living for Jesus (ages 4 and up) Ruth Younts

A Book for Family Reading Series: (ages 4 and up) You Sank My Boat How to Cook a Crow A Sad Little Dog The Cat's Birthday One That Didn't Get Away , Vol. 3 Take Care In The Bath, Vol. 4 Jim Cromarty

Signposts from Proverbs (ages 9 and up) Rhiannon Weber

Young Peacemaker Set (Paperback Manual and Activity Books on CD-ROM)

(best for older elementary and up, but can be adapted to use with younger children) Ken Sande

Church History

Polycarp of Smyrna: The Man Whose Faith Lasted (ages 5 and up) **Ignatius of Antioch: The Man Who Faced Lions Irenaeus of Lyons: The Man Who Wrote Books** Sinclair Ferguson

Trailblazer Series: (ages 7 and up) **Charles Spurgeon: Prince of Preachers Corrie ten Boom: Watchmaker's Daughter George Muller: Children's Champion Isobel Kuhn: Lights in Lisuland Martyn Lloyd-Jones: From Wales to Westminster** George Whitefield: Voice that Woke the World **Paul Brand: The Shoes that Love Made** Joni Eareckson Tada: Swimming Against the Tide John Stott: The Humble Leader Patricia St. John: The Story Behind the Stories **Richard Wurmbrand: A Voice in the Dark** John Newton: A Slave Set Free **Billy Bray: Saved from the Deepest Pit Robert Murray McCheyne: Life Is an Adventure** John Bunyan: Journey of a Pilgrim William Wilberforce: The Freedom Fighter John Welch: The Man Who Couldn't Be Stopped John Calvin: After Darkness Light **C.S. Lewis: The Story Teller** Mary of Orange: At the Mercy of the Kings Jonathan Edwards: America's Genius Various authors **Christian Focus**

Footsteps of the Past Series: (ages 6 and up) John Bunyan William Booth William Wilberforce Andrew Edwards & Fleur Thornton Day One Publications only through christianbook.com

The Church History ABCs: Augustine and twenty-five other heroes of the Faith (ages 6 and up) Stephen J. Nichols and Ned Bustard Crossway Artistic, fun, and very information book that will intrigue children younger than you think!

God's Care and Continuance of His Church, 3 volumes (ages 6 and up)

John Vreugdenhil only at heritagebooks.org

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell Christian Biographies for Young Readers Series: Athanasius, John Calvin, Augustine of Hippo (Older elementary and up)

Simonetta Carr

Chronicles of the Church Series (ages 8-12)

Brandon and Mindy Withrow Christian Focus Publications A wonderful 5 volume series of church history from beginnings in Acts to modern day.

Other History (some Christian, some not)

Lightkeepers Series: (ages 8-12) Ten Boys Series: Ten Boys Who Made History Ten Boys Who Made a Difference Ten Boys Who Changed the World Ten Boys Who Didn't Give In Ten Boys Who Used Their Talents

Ten Girls Series: (ages 8-12) Ten Girls Who Made History Ten Girls Who Made a Difference Ten Girls Who Changed the World Ten Girls Who Didn't Give In Ten Girls Who Used Their Talents Irene Howat Christian Focus

Guarding the Treasure: How God's People Preserve God's Word (older elementary and up) Linda Finlayson

A Mighty Fortress Is Our God: Martin Luther (older elementary and up) Jim Cromarty

Words to Die For: Verses that Shaped the Lives of 30 People Who Changed the World (ages 7+)

Lawrence Kimbrough Broadman and Holman Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell

Missions

Granny Han's Breakfast (age 4 and up) Sheila Groves and Faith Mantzke

Ian and the Gigantic Leafy Obstacle (age 4 and up) Sheila Miller

Christian Publications Series of Missionary Stories(Christian Missionary Alliance): (age 5+) The Potato Story and Other Missionary Stories Beautiful Feet and Other Missionary Stories

Elynne Chudnovsky Wonderful little stories that your children will not have heard before! Out of print, but available.

Window on the World: When We Pray, God Works (ages 6 and up)

Daphne Spraggett with Jill Johnstone Paternoster Press Children's version of Operation World. Wonderful! Looks at fifty-two peoples to be reached with the gospel.

From Arapesh to Zuni: A Book of Bibleless Peoples (ages 6 and up)

Karen Lewis

Heroes of the Cross series (ages 6 and up)

Include stories about three missionaries in each volume Out of print, but obtainable.

Stories of Faith: Inspirational Episodes from the Lives of Christians (ages 6 and up) Ruth A. Tucker

365 little devotions, many about missionaries. Well documented sources in the back. I have used some of these and the bibliographies to write some of my Praise Factory stories. Some of the stories, however, I would choose to skip over due to theological differences.

Missionary Series: (ages 6 and up) George Muller: Does Money Grow On Trees? Helen Roseveare: What's In The Parcel? John Calvin: What is the Truth? Martin Luther: What Should I Do? Catherine Mackenzie Christian Focus

David Brainerd: A Love for the Lost (ages 7 and up) Brian Cosby

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **Trailblazer Series:** (ages 7 and up) **George Muller: Children's Champion Isobel Kuhn: Lights in Lisuland Hudson Taylor: An Adventure Begins** Helen Roseveare: On His Majesty's Service Adoniram Judson: Danger on the Streets of Gold **Eric Liddell: Finish the Race Gladys Aylward: No Mountain Too High** Paul Brand: The Shoes that Love made **Richard Wurmbrand: A Voice in the Dark** John Newton: A Slave Set Free **Isobel Kuhn: Lights in Lisuland** John G. Paton: South Sea Island Rescue Amy Carmichael: Rescuer By Night **Mary Slessor: Servant to the Slave** Various authors **Christian Focus**

Missionary Biography Series: (older elementary and up) For the Love of India: Henry Martyn King of the Cannibals: John Paton The Pigtail and Chopsticks Man: Hudson Taylor Food for Cannibals: John Paton Jim Cromarty

Sexuality

The Wonderful Way Babies Are Made Larry Christenson

God's Design for Sex Series:

Book 1 The Story of Me; Book 2 Before I Was Born; Book 3 What's the Big Deal? Book 4 Facing the Facts; How and When to Tell Your Kids about Sex: A Lifelong Approach to Shaping Your Child's Sexual Character Carolyn Nystrom, Stanton L. Jones, Brenna B. Jones Each book is designed for use with a particular age group, introducing the children to more information as they get older and develop themselves.

Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Science of Sex Differences

Sax Leonard

Teens & Sex: How Should We Teach Them?

Paul David Tripp only through ccef.org

Passport to Purity

Family Life

A workbook and DVD series that is great for parents to go through with their pre-teen. They suggest going through it on a weekend away together, but we've found there are many ways to use this curriculum effectively.

Music and Stories behind Hymns

The Toddler's Songbook (ages 2 and up) Ellen Banks Elwell Crossway Various Children's traditional, Bible and praise songs. Colorful pictures, suggested actions and a music CD.

All Things Bright and Beautiful (ages 2 and up)

Cecil Frances Alexander

Mr. Pipes Series (ages 8 and up) Mr. Pipes and the British Hymn Makers Mr. Pipes Comes to America Accidental Voyage Douglas Bond Children love this series of books on hymns through the ages.

Teach Them the Faith (Audio CD) Vitco, Dan & Karen Vitco

A very very Very BIG GOD (Audio CD)

J is for Jesus (Audio CD)

Why Can't I See God? Go to the Ant; Guard Your Heart; Teach Me While My Heart Is Tender (Audio CDs) Judy Rogers judyrogers.com

Hymns for a Kid's Heart Series: (ages 5 and up) Volume 1, Volume 2 (various hymns) with CDs (Audio) Christmas Carols for a Kid's Heart, Book with CD (Audio) Passion Hymns for a Kid's Heart with CD (Audio) Sergio Martinez, Joni Eareckson Tada and Bobbie Wolgemuth

Hide 'n' Seek Kids, Deep Down Detectives, Praise Factory Investigators Songs (Audio),

These are all the hymns, Bible verses and Big Questions used in these three curriculums, all set to music. (music downloadable from website) *amazon.com*, *The Praise Factory website*

Sovereign Grace Kids Music: (Audio CDs) Awesome God, To Be Like Jesus, Walking with the Wise Wonderful music! only sovereigngracemusic.org

Seeds Family Worship

Christianbook.com has more CDs of Bible songs than you can fit in your mini-van, even when it's cleaned out! Look there for many more titles that your family might enjoy.

Fiction and Fiction-Based History

Board Books: (ages 0-3) All About God's Animals Series: Around the Water; Color Janyre Tromp

Paperback and Hardback: Fool Moon Rising (ages 3 and up) Kristi and T. Lively Fluharty Crossway Wonderful allegory of biblical truth of 1 Corinthians 4:7

Adam, Adam, What Do You See? (ages 2-6)

Bill Martin, Jr. and Michael Sampson

A Children's Version of Pilgrim's Progress: Dangerous Journey (age 9 and up) Oliver Hunkin Excellent. Some of the pictures are a little scary, especially of Apollyon. There is a video of this book, too.

Little Pilgrim's Progress (ages 6 and up) Helen Taylor

The Pilgrim's Progress: From This World to That Which Is to Come (elementary age and up) C.J.Lovik

The Pilgrim's Progress in Modern English (elementary age and up) John Bunyan, James Thomas

Treasures of the Snow, Star of Light, A Home For Virginia, Twice Freed, The Safe Place and others (elementary age and up) Patricia St. John

The Barber Who Wanted to Pray (ages 8 and up) King Without a Shadow The Priest with Dirty Clothes The Prince's Poison Cup The Lightlings The Donkey Who Carried a King R.C. Sproul

Beep (ages 4-7) Peter Jeffery

Risktakers Series: Adventure and Faith: Volume 1; Strength and Devotion: Volume 2

(ages 8 and up) Linda Finlayson

Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell Adventures Series: (ages 8 and up) **Great Barrier Reef Adventures New York City Adventures Pacific Adventures Rainforest Adventures Outback Adventures African Adventures Scottish Highland Adventures Himalayan Adventures Kiwi Adventures** Wild West Adventures **Rocky Mountain Adventures Cambodian Adventures** various authors **Christian Focus** Jungle Doctor Series: (ages 8 and up) To the Rescue And the Whirlwind **Spots a Leopard Stings a Scorpion Operates Eyes on the Jungle Doctor Looks for Trouble** Pulls a Let On the Hop **Meets a Lion** On Safari Paul White **Christian Focus**

Chronicles of Narnia, Boxed Set (ages 5 and up) C. S. Lewis

Stepping Heavenward (teenage girls) Elizabeth Prentiss

Bible Study Tools

Commentaries for Children (ages 3 and up) **Herein is Love: Genesis, Exodus, Leviticus, Numbers** Nancy Ganz

Daily Life at the Time of Jesus (ages 5 and up) **Food at the Time of the Bible: From Adam's Apple to the Last Supper** Miriam Feinberg Vamosh Appendix E: Booklists and Articles from Truths to Teach, Stories to Tell **People of the Bible: Life and Customs** (preschool and up) Silvia Gastaldi, Clair Musatti Wonderful illustrations with information set in a point-at-the-picture format which is very interesting and accessible to even preschoolers. You won't want to put it down either!

Footsteps of the Past Series: (ages 7 and up) Kings, Pharaohs and Bandits: The World of Abraham to Esther Romans, Gladiators and Games: The Roman World of the First Christians Brian Edwards and Clive Anderson Day One Publications only through christianbook.com

International Children's Bible Field Guide: Answering Kids' Questions from Genesis to Revelation (ages 7 and up) Lawrence O. Richards

International Children's Bible Dictionary: A Fun and Easy-to-Use Guide to the Words, People, and Places in the Bible (ages 7 and up)

Ronald F. Youngblood, F. F. Bruce, and R. K. Harrison

Bible Explorer (ages 7 and up) Carine MacKenzie Christian Focus

Jesus Rose From the Dead - the Evidence (ages 7 and up) Catherine Mackenzie Christian Focus

The Bible Story Handbook (ages 7 and up) A Resource for Teaching 175 Stories from the Bible John H. Walton & Kim E. Walton Crossway

100 Fascinating Bible Facts (ages 7 and up) Irene Howat

The Time of Jesus: Crafts to Make that Recreate Everyday Life (ages 7 and up) Lois Rock

The Victor Journey through the Bible (ages 7 and up) V. Gllbert Beers

David C. Cook

Children's Education Issues and Aids

A Vision for Ministry to Children and Their Parents

Bethlehem Baptist Church Desiring God Ministries

Child-Sensitive Teaching: Helping children grow a living faith in a loving God

By Karen Henley Standard Publishing

Christian's Ministry that Works

Group Publications

While I have GREAT hesitancies about many resources that Group puts out (from both theological and educational standpoints), I do think that they do this basics book quite well. I especially like the age-appropriate lists of different activities to use with children.

Education that Is Christian

Lois LeBar

How Children Come to Faith in Christ

By Jim Elliff Family Life Audio Series Tape/DVD Series Purchase through Family Life: www.familylife-ccc.org

The Wiggle and Giggle Busy Book: 365 Fun, Physical Activities for Toddlers and Preschoolers The Preschooler's Busy Book: 365 Creative Learning Games & Activities to Keep Your 3-6 Year Old Busy

Trish Kuffner Fabulous resources!

The Big Book of Bible Games

Gospel Light Fully Reproducible. Great to slot into any Bible story review or memory verse grouped by age interest

The Praise Factory Website

Lists games for preschoolers and for elementary-age children that can be used with any Bible review game or Scripture memory verse. *www.praisefactory.org*

My Bible Dress Up Book

Carla Williams David C. Cook Great, simple, no-sew Bible times costumes. *out of print, but obtainable through amazon.com marketplace*

Big Truths for Young Hearts: Teaching and Learning the Greatness of God

Bruce A. Ware Crossway

Websites to Purchase Books and Curriculum

www.christianfocus.com

This company offers some curriculum and much of the best Christian children's books. They are extremely prolific, making it almost impossible to keep up with all the quality books they produce each year. Make sure to visit their website and download a catalog! Now most are available through amazon.

www.goodbook.com

Great books for use in family devotions, especially for elementary age children.

www.cvbbs.com

Cumberland Valley Bible Book Service. One of the only US carriers of Christian Focus publications...and everything at GREAT prices! Also carry Banner of Truth, Crossway, and P& R resources, as well as some from Australia that are hard to find elsewhere.

www.wtsbook.com

Westminster Theological Seminary's bookstore. Great prices! Great resources! Great selection!

www.christianbook.com

Largest, single dealer in Christian Books in the US. They will tend to have only the most "mainstream" books, such as those published by Crossway and Zondervan.

www. matthiasmedia.com

US source for Australian-based Matthias Media. Books like Who Will Be King? and Gumtree Gully (children's versions of Two Ways to Live)

www.childrendesiringgod.org

Bethlehem Baptist. Extensive offering of curriculum and memory verse resources. They have updated many of their materials lately.

www.treasuringchristonline.com

Treasuring Christ is a new curriculum for preschool through high school that does a great job of pointing to Christ in every Bible story. Everyone has a lesson on the same Bible story at the same time, but at a different level of comprehension. This curriculum is produced by Providence Baptist Church, Raleigh, North Carolina.

www.cartpioneers.org and www.calebproject.org

Some Caleb Project Resources related to T,H,U,M,B. Great resources for telling children about the 10/40 window and the different people groups there. But, be aware that we found that we needed to re-word some of the resources because of theological differences.

www.csionline.org

Christian Schools International has two lines of curriculum, one for use in Christian schools and one more use in homeschools. We have even adapted some of this curriculum for use in our Sunday School. Good content from a reformed perspective. Lots of activities and reproducible sheets.

www.praisefactory.org

The Praise Factory curriculums and music for downloading and ordering hard copies. This resource book in pdf form (or to order hard copy) can be found there, too.

www.newgrowthpress.com

The Gospel Storybook Bible Curriculum can be found here. High quality content and presentation. For preschool through elementary.

Appendix F:

Safe Child Care Resources

Children's Ministry Child Care Training Notes

This document are the notes used by Capitol Hill Baptist Church Children's Ministry team to introduce prospective workers in Children's Ministry to our philosophy, our policies and opportunities to serve during our regular Child Care Training Classes, held every few weeks.

Vision

Children's Ministry is a subset of CHBC's ministry to families and children.

Children's Ministry is not the same as day care. While we hope the children's time with us will be enjoyable and memorable, entertainment is not a goal.

Our 3-Point Vision Statement:

- 1. Our first goal is to always keep the children safe and secure.
- 2. Our second goal is to encourage and assist parents in their role as the primary disciplers of their children.
- 3. Our third goal is to teach God's Word to the children.

Children's Ministry is Our Chance to Exemplify the Gospel

In Deuteronomy 6:5-7, Moses instructs the people of God saying, "And you must love the Lord your God with all your heart, all your soul, and all your strength. And you must commit yourselves wholeheartedly to these commands that I am giving you today. Repeat them again and again to your children." *NIV 1984*

Later in Deuteronomy 31, he goes on to say, "Do this so that your children who have not known these instructions will hear them and will learn to fear the Lord your God."

So, consider Children's Ministry your very own and very real mission field. This is evangelism. This is a group of little people who have not yet understood the gospel and we have the very great privilege of working with their parents to share the good news of Jesus Christ with them.

Introduction of Children's Ministry Leadership Team

Introduce the Pastor of Families, the Children's Ministry administrator, the Children's Ministry curriculum and teacher support leaders, and the five deacons/deaconesses of Child Care and Children's Ministry.

Protection against Abusers

- Children's Ministry is a privilege and joy, but also a tremendous responsibility.
- As a caregiver or teacher, parents are entrusting you with their children.
- Be wary of abusers and abuse. We need to take this problem seriously. Two of our staff elders recently read a book about the problem of sexual offenders and were surprised by some of the things they learned:
 - 1. Some sexual offenders will deliberately target churches because they assume Christians are naïve and that they (i.e., the sexual offenders) can get easy access to children.
 - 2. While single males are the typical profile for a sexual offender, sexual offenders come in all types: single and married, blue and white collar, educated and uneducated. Examples that we read about included a college professor, a Catholic priest, a doctor, a lawyer, the athletic director for a private boys' school, and many other professionals. So don't assume there is just one type of sexual offender!
 - 3. While it is much less likely for a female to a sexual offender, it does occur, and when it does occur it is much worse than having a male because they tend to be sadistic.
 - 4. There are two types of sexual offenders: The Bear who takes by shear force and by using his power to overtake his victim. You can think in terms of a bear when you hear about children being abducted on their way home from school or while playing in a park. The offender we are typically dealing with is not the bear, but the shark. The Shark circles around his prey until it is just the right time to strike, and then he "attacks" when he gets that opportunity.
 - 5. Sexual offenders work to cultivate a double-life. They work very hard to be respectable members of a community in order to engender trust in that community and then, once they are trusted, gain access to children. That means they are going to work hard to put on a persona of someone who can be trusted.
 - 6. One myth that most people assume is that they could pick out a "monster" (that is, a sexual offender) if they see one. And, as you can see from the things I've already said that is false. If there is not just one set profile (but instead there are all types of offenders... male, female, blue collar, white collar, etc.) and they work hard to cultivate a double-life, then it is going to be really hard for you to pick one out.
 - 7. What does that mean for you? Practically speaking, it means 2 things: (1) you need to have a healthy level of skepticism when it comes to protecting our kids; and (2) our polices are designed to protect the children, so take the policies seriously. For example, we deliberately don't allow adults to be alone with children. That is for their protection, and for your protection (to help you from being accused of any wrongdoing).

It is essential that you conduct yourself in a way that is always entirely above reproach.

This is a serious issue that we all need to be aware of as we serve in Children's Ministry. We cannot be too careful to protect not only the children who participate in the ministry but the witness of this church in our community. We want to be known as a church that proclaims the gospel. We don't want our reputation in the community to be associated with a church where sexual abuse occurred. Most of the policies I share with you today are for the purpose of that dual goal—protection of our children and protection of CHBC's witness.

(On Guard: Preventing and Responding to Child Abuse by Deepak Reju offers much more information on this topic)

Child Protection Policy

- In light of the seriousness of the trust we are given, and to help you know what is appropriate, we have implemented a child protection policy.
- Highlights of Child Protection Policy
 - 1. Importance of children's safety and security above all
 - 2. 2 caregivers in the rooms at all times, one of which needs to be a woman. (Ask question: Why does one of the child-care workers need to be a woman? Answer: Because the profile of a sexual offender is more often a male.)
 - 3. Ratios; being aware of them and knowing why they are important. There should be a ratio sign on the bulletin board on the wall of each room. Use common sense to maintain the ratios in a room. If you are under ratio (example, two adults with 25 two year-olds) then you should contact the team leader and ask for help. (Now you can tell them what "100" means...it's not a family who is called all of the time because of difficult children...it is our way of notifying the congregation that we need help and that we are under-ratio in one of our rooms.)
 - 4. Signing in/ Signing out
 - Only a parent can sign child out, unless it is indicated on the log.
 - If you don't know the parent then you need to ask to see the wrist band. Tell the story of Deepak waiting to pick up his son and noticing Brent Maravilla, who was working as a volunteer in the 4's room...when a parent came to pick up the child and Brent didn't know who she was, he asked to see the wrist band. Brent checked the number and made sure it matched the wrist band on the child. And then, as an added measure of protection, Brent asked the child to look up at the door and tell him who that was (and the child exclaimed, "Mommy!"). While Brent didn't need to take that extra step, it helped him doubly ensure that the child belonged to that particular mother.
 - Wrist bands should be removed when they leave a classroom.
 - **Families should not be in the classroom.** If a kid is having a problem then the family can take them out of child-care until the child is ready to transition back into the classroom setting.
 - 5. Restroom policy
 - Up through kindergarten, only female workers can take children to the bathroom.
 - After kindergarten, two children can go the bathroom together and they should be accompanied by the women only.

- Two men should never be alone with children at the same time, but exception to this is when a hall monitor fills in for a female who is taking young kids to the bathroom.
- 6. Allergies/Food NOTE the red wrist bands.
- 7. The snacks that we do provide (Kix and water).
- 8. Wristbands (show them the book; explain what parents do).
- 9. Reporting Abuse—contact deacon or staff immediately. Required by law to report it. We have a protocol list.
- 10. Accident Reports Please be sure to fill them out if something happens to one of the kids (usually the kid gets hurt). This allows us to ensure that the parent was notified and it also helps the staff respond to questions if the parent calls during the week. If you don't write out the accident report then the staff doesn't know about it and they can't respond to questions from parents.
- 11. Team Leaders—4 child-care teams. They "oversee" the teams and usually are one of the two friendly faces you see when you check in your children on the second floor.
- 12. Hall Monitors—at least one is assigned to every service. Their main jobs: security and assisting child-care workers in whatever they need.
- 13. Paging System it is there for you to get a hold of parents if something is wrong with their children.
- 14. Be aware of checking and changing diapers for the smaller children (out of care for the parents)

When in doubt, let this rule be your guide: Decrease Isolation, Increase Accountability

Areas of Service

Child Care

- 1. Expectations
 - Please try to be 15 minutes early (9:15 am for 9:30 am Sunday School; 10:15 am for the 10:30 am Sunday morning service; 5:45 p.m. for the 6 p.m. Sunday evening service; 6:45 p.m. for the 7 p.m. Wednesday night service)—this is especially helpful in transitioning children from Core Seminars (aka Sunday School) to the Sunday morning service.
 - 2. Schedule
 - We try to schedule you only once a month. If you are serving as a hall monitor, you will not be schedule in the nursery as well.
 - If you are scheduled and cannot serve for some reason, please find your own subs and let us know about it. Give us a call if you cannot come at the last minute.
- Hall Monitoring
- Sunday School teacher
- Praise Factory for preschool and elementary age children during morning service (additional training/ mentoring provided)

Other non-child related help: Welcome Desk, help prep crafts, etc. This can be done prior to six months in membership which is required for all direct child-related ministry.

Caring for Children

- A few points about spending time with kids:
 - 1. Don't be passive. Engage the kids, and especially for the younger ones—get down on the floor with them.
 - 2. Don't leave them to occupy themselves. Provide structure. Children who are bored can quickly find mischief.
 - 3. Kids who have a hard transition (i.e. separation anxiety) will take some more effort. Take the kid out of the parent's hands at the door, and try to comfort them and get them interested in something right away.
 - 4. Note: if a child is so upset he cannot be comforted, then get them to page the parents.
 - 5. For those in diapers, try to change each child at least once in the service. We don't want to hand off children who have messy diapers. It makes parents wonder how long their kids have sat in the mess.
 - 6. Be aware of kids who are potty training (especially 2's, 3's, 4's). By threes we are usually done with diapers.
 - 7. Pray for the children. Pray especially for their salvation.
- Our expectations for children
 - 1. We expect children to respect authority.
 - 2. We expect children to share.
 - 3. We expect children to listen during story time.
 - 4. We expect children to take turns and to treat each other with respect.
 - 5. Granted, they are sinful children, so you've also got to expect that many of the children will not want to do these things.
 - 6. Don't act as if they can't do these things, or else they will follow your low expectations.
- Correction
 - 1. How do we correct children in a way that points them to God?
 - 2. You must never, ever hit a child.
 - 3. Remove the child from the situation and speak to them privately.
 - 4. Point out the problem and ask them to stop. When appropriate, ask them to apologize.
 - 5. Pray briefly with them; direct them to a new activity.
 - 6. Be consistent.
 - 7. Don't be afraid to be the authority. They may not understand everything you say, but they will respect you for noticing and stopping them from bad behavior. This especially points them to God.

• Persisting with kids so that parents can stay in the service

- 1. Remember, we are here to help facilitate the parents being in the service and being able to worship with the congregation.
- 2. If kids are hurt, sick or inconsolable (i.e., they cry for 45 minutes and won't respond to any type of comfort) then you should obviously call the parent out of the service. Contact the team leader or deacon and they can page the family by posting the family number.
- 3. Otherwise, we ask you to do your best to persist with the kids, even when they are being whiney, difficult, or complaining. Story: We had a mother whose husband had been sent to Iraq for three tours of duty. On the most recent tour, she said to the child-care worker as she dropped off her child, "I know that she will be very difficult this morning, but if there is any way you can persist with her, I'd really love a break and the opportunity to actually stay in the service." So, as you might expect, we did everything we could to care for the child and facilitate the mother being able to stay in the service.

How to Get Involved

- You are right now attending training
- In a minute you will fill out application
 - 1. References—if you don't have them, write down the name, fill out the rest of application, and e-mail us the reference.
 - 2. Confidential Questions (only Deepak--Pastor for Families--will see the answers and talk to you about them, as needed)
- Explain 6 month waiting period for working with children (for the purposes of getting to know you...and letting us serve you as fellow church members before we ask you to volunteer with the children.)
- But there are things to do ever before the 6 months waiting period is up! (Help with administrative tasks in Children's Ministry, such as cleaning toys, prepping classroom and crafts, etc.)

Time for Questions and Answers End with a tour of the facilities and then filling out the application

Children's Ministry Safety Resources

WRISTBANDS (Google search for more companies—very numerous)	Wristband Resources http://www.wristband.com/ 21365 Gateway Court Suite 100
NOTE: Choose duplicate wristbands so parent and child each get same number	Brookfield, WI 53045
BACKGROUND CHECK AGENCIES	Protect My Ministry http://www.protectmyministry.com/
	Screen Now (pre-employment screening) https://screennow.lexisnexis.com/pub/
	Secure Search http://www.securesearchfaith.com/
	Department of Justice (DOJ) http://www.nsopw.gov/Core/Portal.aspx
DIGITAL CHECK-IN SYSTEMS	Lamb's List http://www.lambslist.com/
	KidCheck http://www.kidcheck.com/index.aspx
	CCB http://www.churchcommunitybuilder.com/
	Fellowship One http://www.fellowshipone.com/

Some Helpful Safety Tips from <u>The Deacon's Bench</u>

A publication called <u>The Deacon's Bench</u> has provided us with good, basic guidelines, especially for teacher to child ratios.

The Deacon's Bench recommends:

Child/Caregiver Ratios

Infants (0-6 months) Two children to one adult

Crawlers (6-12 months) Three children to one adult

Toddlers (12-18 months) Four children to one adult

Walkers (18-24 months) Five-six children to one adult

Other Recommendations

- At bare minimum, least two adults should be present at all time, regardless of the number of children.
- Allow teenagers to only work alongside at least two, properly screened and trained adults, not as a replacement for one.
- Make use of hall monitors who help visitors find their child's classroom and can stand in for short intervals if one teacher must leave the class, preserving the two-teacher- with-children policy.
- Visibility at all time: Make sure every classroom has an interior window, an open door, or some other way for others passing by to see what is going on.
- Supervise restrooms. Do not allow a single teacher to accompany a single child inside a bathroom.
- Ban hot drinks from the care-giving areas.
- Wipe down all surfaces with a disinfectant.
- Avoid stuffed animals and soft dolls.
- Sanitize all toys.
- Require hand washing.
- Use receiving blankets in infant swings and activity saucers over the fabric seats and replace with a fresh one with each child.

Source: The Deacon's Bench Volume 16, Issue 3 www.brotherhoodmutual.com

FOR OFFICE USE ONLY:
Training:

Application for Ministry to "CHURCH NAME HERE"

Thank you for your interest in serving the children and families of (CHURCH NAME HERE). Once your application has been approved, the Children's Ministry Administrator will work with you to find a spot on our Children's Ministry team that will be a good fit for you based on our needs and your interests and experience. Please put your completed application in a sealed envelope and place it in the Children's Ministry mailbox in the church office.

Personal Information

Name:			Date:	_
LAST	FIRST			
Street Address:				
City:	State: _		ZIP:	_
Daytime Phone:		Evening	Phone:	
E-mail Address:				
I prefer to receive information re	garding Chi	ldren's Ministry	via: 🔲 e-mail 🗌 phon	e
Family Information				
l am: Single Ma	arried	Divorced	Widowed	
Do you have any children?	Yes Ho	ow many:	No	
Membership Information				
How long have you been a mem	ber of [CHU	RCH NAME]? D	ATE JOINED:	

What other ministries and activities have you participated in at [CHURCH NAME]?

Appendix F: Safe Child Care Resources **Prior Experience**

Have you taught or cared for children in any church or parachurch ministry before?



Please describe (including dates and places):

No

Please describe any training, education, or other factors (including musical training) that would apply to your ministry to children.

Training
I attended Child Care Training on _____ (date)

Personal Commitment

In dependence on the Holy Spirit and by God's grace:

I will be faithful and dependable in this ministry.
I will seek to learn more about ministering to children, as information and training are available.
I will faithfully pray for the children who are under my care.
I commit myself to continuing personal spiritual growth.
I commit to knowing when I am scheduled to serve and arriving to serve on time.
I have read, understood, and commit to abide by the policies contained in the Children's Ministry Handbook.

Signature: _____

Date:

Appendix F: Safe Child Care Resources **Personal References**

Every applicant for participation in Children's Ministry must provide two personal references. The Director of Children's Ministry will contact these references. *Applicant waives the right to view reference statements

If you have been a member of (CHURCH NAME) for *less than one year,* please list

1. A pastor or church leader from the church you most recently attended

2.. A person with whom you have worked/served in the past who knows you well. (If you have served in Children's Ministry in the past, please list someone who served with you in that context.)

If you have been a member of (CHURCH NAME) for more than one year, please list

1. An elder, small group leader, or other church leader who knows you well 2.. Another member of (CHURCH NAME) who knows you well and can attest to your suitability to work with children.

Name:	Name:
Address:	Address:
Phone:	Phone:
E-mail:	E-mail:
Relation:	Relation:

Verification of Information

The information contained in this application is true and correct to the best of my knowledge. I authorize (CHURCH NAME) to contact any references or organizations listed in this application. Furthermore, I authorize such references and organizations to provide (CHURCH NAME) with any information they may have regarding my character and fitness for working with children. I release (CHURCH NAME), its agents, and all such references and organizations from any and all liability for any damage that may result from furnishing such evaluations to you, and I waive any right that I may have to inspect references provided on my behalf.

I further state that I have carefully read the foregoing release and know and understand the contents thereof. I sign this release as my own free act. This is a legally binding agreement that I have read and understand.

Signature: _____ Date: _____

Appendix F: Safe Child Care Resources Consent for a Criminal History Background Check

[CHURCH NAME HERE] has contracted the services of [SCREENING COMPANY NAME HERE] to perform criminal background checks on all Children's Ministry applicants. A national criminal records search is performed. The following information is required.

Name: First	Last	_ Middle
Address:		
Date of Birth:	Social Security Number:	
Driver's License Number/Stat	te:	

Reports are confidential and viewed only by [CHURCH NAME HERE] elders and filed in the applicant's secured file.

Personal information is protected under Privacy Act. Reports obtained from [SCREENING COMPANY NAME HERE] will be guarded accordingly.

Note: Any reported misdemeanor or felony will be discussed with you and the elders and may be grounds for denial of application to work with children.

Name:

Confidential Information

The following questions are designed to help us promote a safe, secure, and loving environment for the children who participate in our programs.

This information will be kept confidential, viewed only by the Pastor for Family Ministry or other elders he deems necessary and appropriate.

If you would like to discuss any of these matters further with the pastor overseeing Children's Ministry, please simply indicate that below or leave the form blank.

Answering "yes' to any of these questions will not necessarily disqualify you from participating in Children's Ministry at [CHURCH NAME].

1. Have you ever been a victim of abuse?

(Many people have experienced abuse at the hands of others. Most victims of abuse abhor such behavior and are especially alert and sensitive to the need to provide a safe and caring environment for children. At the same time, residual effects may remain in some people's lives, including a hesitancy to report suspected child abuse, which is why we ask this question.)

Yes
Yes
No
I would like to discuss this.

Comments:

2. Have you ever been accused of, participated in, plead guilty to, or been convicted of child abuse, child neglect, or any other crime against a minor?

Yes
No No
I would like to discuss this.
Comments:

3. Have you ever been convicted of or plead guilty to a crime (other than minor traffic violations)?

Yes
No No
I would like to discuss this
Comments:

4. Have you deliberately and repeatedly viewed pornography in the past three years?

(This includes reading, watching, listening to, or in any other way using pornographic material, including books, magazines, television shows, movies, the Internet, or telephone services.)

	Yes
	No
	I would like to discuss this.
Comn	nents:

5. Do you have any ongoing sin struggles that you think would keep you from ministry to children?

Yes	
D No	
I would like to discuss this.	
Comments:	Comr

Comments:

6. Do you have any communicable diseases or infections such as TB, Hepatitis B, HIV/AIDS, MRSA*, etc.?

Yes
D No
I would like to discuss this.
Comments:

7. As a child or teenager, did you ever have sexual interaction or contact with a child?

Yes
No
 I would like to discuss this. ments:

Child Protection Policy

Capitol Hill Baptist Church

Revised August 2014

For the use of Capitol Hill Baptist Church Children's Ministry

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"Hear, O Israel: The Lord our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates. (Deuteronomy 6:4-9, ESV)

"But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus." (2 Timothy 3:14-15, ESV)

Our Mission: To Glorify God

The Children's Ministry of Capitol Hill Baptist Church ("the church") exists to glorify God by:

- Maintaining a safe and secure environment for our children.
- Supporting and encouraging parents who are primarily responsible for teaching biblical truths to their children. (Ephesians 6:4)
- Making the whole counsel of Scripture known to children with special emphasis on the Gospel. (Deuteronomy 6:6-9; Romans 1:16-17)
- Praying for the children and relying on the Holy Spirit to regenerate their hearts through the faithful teaching of His Word. (Romans 10:17; Ephesians 2:4-10)
- Living faithfully before the children and modeling for them how Christians are called to respond to God, interact with each other, and with the world around us. (Matthew 5:16; 1 Corinthians 11:1)
- Encouraging children to learn to serve and to not just be served. (Mark 10:43-45).
- Maintaining the highest ethical standards such that volunteers and teachers always live and serve above reproach, protecting the reputation of the gospel of Jesus Christ.
- Preparing children to one day walk with God as adults, which means getting them ready to be a part of the public services and Lord willing, one day, a fully participating adult member.

Staff and Volunteer Expectations

All Children's Ministry staff and volunteers share a particular responsibility for:

- Loving the children as Christ loves them.
- Setting an example of proper Christian conduct in the way we live our lives.
- Ministering to the children.
- Understanding that the care of children is not a right, but a privilege; and this privilege embodies responsibilities to God for ministering to and caring for the children.

Appendix F: Safe Child Care Resources **Child Protection**

Our first concern is that children be safe while they are in our care. To this end we:

- Screen all Children's Ministry volunteers.
- Perform background checks on all full-time church staff, regardless of whether or not they have direct contact with children.
- Require training for all Children's Ministry staff and volunteers.
- Use parent authentication identification system.
- Employ scheduling procedures and volunteer/child ratios that optimize safety.
- Employ hall monitors to promote and maintain safety in the building.
- Equip each room with a first aid kit.
- Educate our staff and volunteers to recognize suspected child abuse and to require them to understand and follow any applicable reporting laws and to encourage them to report suspected abuse to church officials.
- Adhere to a healthy child policy for admittance to Children's Ministry.
- Adhere to a two-volunteer room policy whenever possible.
- Equip our volunteers to know how to evacuate children safely in case of an emergency.

Parameters for the Child Protection Policy

This child protection policy applies to children (from birth to 6th grade) who are voluntarily placed by parents under the responsibility of the church for the church's public worship services or specific Children's Ministry-related church-sponsored activities (parenting and marriage seminars, bible studies held at the church with accompanying childcare, Vacation Bible School, Backyard Bible Club). Any form of abuse, harm, neglect or other problems related to children at home, school, or in any bible-study, activity, or venue not directly related to Children's Ministry at CHBC is not covered by this policy, but instead is covered by the document entitled, "Elder Policy Related to Church Activities That Involve Children Who Are Not Under the Responsibility of CHBC's Children's Ministry."

Adults are individuals eighteen years or older.

Minors are individuals under eighteen years of age (under DC law and for most state laws). *Staff* are the paid employees of the church. All full-time church staff are required to receive a background check regardless of whether or not they have direct contact with children.

Volunteers are adults who work with children and are not in the employment of the church. All volunteers who serve in Children's Ministry are required to go through both the Children's Ministry training and screening procedures before they serve. Volunteers include childcare workers, team leaders, hall monitors, teachers, coaches, coordinators, and anyone else who serves the children. The term 'volunteer' will be used throughout this policy manual as an all-encompassing term for anyone who serves the children and is not church staff.

Helpers are minors who are at least one grade older than the children they are assisting and are assisting in some area of Children's Ministry alongside an adult. Helpers do not count towards the adult-to-child ratios. Helpers must be children of members; may or may not themselves be a member the church; will not go through childcare training, but will be vetted by the Children's Ministry staff. Helpers will be supervised by the adult volunteers in the same room.

Deacons/Deaconess refer to the church's deacons of Children's Ministry and childcare. They are elected officers of the church who serve the church by assisting in childcare and Children's Ministry. Just like the volunteers, all deacons are required to go through both the Children's Ministry training and screening procedures.

Pastors/elders are elected officers of the church who serve the church by providing teaching and leadership to the congregational as a whole. They must go through both the Children's Ministry training and screening procedures if they are to serve in Children's Ministry, just like any other volunteer.

Protecting the Children Before They Arrive

Ensuring a safe environment begins long before Sunday or Wednesday services. Every applicant who wishes to serve in Children's Ministry is required to go through a screening process and attend childcare training.

Screening Procedure

To ensure safe and quality care, CHBC has established a screening procedure to approve all volunteers to work with our children:

- All volunteers must be members of CHBC in good standing for at least six months.
- All volunteers must be eighteen years of age or older.
- Children or youth who are at least one grade older than the children they are assisting are welcome to help (subject to the approval and direction of the Children's Ministry Administrator), but they are always in addition to the adult volunteers.
- All volunteers must have completed CHBC's childcare training.
- All volunteers must have completed the volunteer application and been recommended by or in consultation with the pastor responsible for Children's Ministry.
- At least one reference check must be satisfactorily completed prior to beginning of service. Criminal records checks and other appropriate screening checks will be completed.

- All completed records of screening procedures will be kept securely along with the original application.
- Volunteers are to be approved by the Children's Ministry Administrator in consultation with one of the pastors.
- All volunteers must repeat the screening procedures and criminal background checks every five years.

CHBC reserves the right to reject any applicant for volunteer service or dismiss an existing volunteer for any reason, including, but not limited to, refusing or failing to complete screening; failing to provide requested information; providing information that is subsequently determined as false or misleading; sin or suffering issues that compromise the applicant or volunteer's ability to care for children; any criminal report or charge; obtaining information from references or criminal record checks that suggest that the applicant is not suitable to help with children.

Any volunteer, helper, deacon, staff or elder (or any CHBC member) who learns of or has knowledge of misconduct by an applicant must report that knowledge to the Children's Ministry Administrator and/or the pastor who oversees Children's Ministry. He or she also must be personally responsible for any legal obligation that he or she may have to disclose such information to the authorities.

Training

All Children's Ministry staff and volunteers must attend CHBC's childcare training before they are allowed to work with the children. Additional training sessions will be scheduled for existing volunteers to update them on policies and procedures. Full-time staff who do not have direct contact with children will receive training on child protection policies. Parents with questions about childcare training are welcome to attend these sessions.

Protecting the Children As They Arrive and Depart

Arrival and Departure Times

Volunteers should be ready to accept children 15 minutes prior to the start of any session, so that parents have enough time to transition their children before the session begins.

Parents are encouraged to pick up their children immediately after the conclusion of the session. In the event that a child is not picked up within 15 minutes of the end of the session, volunteers will ask the Hall Monitor or Deaconess of Childcare to locate the parents.

Signing a Child in to Children's Ministry

Any parent who would like his/her child to participate in a Children's Ministry program will sign the child in to the appropriate classroom, nursery, or activity when he/she arrives, granting permission for the child to participate in that CHBC event or program. The parent should also use this opportunity to note any allergies or special needs the child may have. For more details on our procedures for caring for children with allergies, please see the "Snacks and Food" section below. Check-in and check-out of children applies to all children birth through 6th grade.

Deacons, team-leaders, and staff have the right to refuse any child at check-in. Some reasons might include potential illness, behavior that endangers other children, the room being closed because the adult child ratio, or anything else that might impair our ability to maintain a safe and secure environment for the children.

A parent or designated guardian must be in the church building at all times while their children are checked-in.

Parental Authentication Identification System

In order to protect the children in our care, each child must be signed into his/her class by a parent or guardian.

Parent/guardian will receive a parent ID card with a family-specific identification code. Visitors will receive this at their first visitor check-in. Members will receive it after they become a parent.

Upon signing the child in, the child will receive a label with the family-specific identification code. The intent is for the family number to be used to match the parent with child.

At the end of the session when the parent/guardian comes to pick up the child:

- 1. The Children's Ministry volunteer will bring the child to the door and remove the child's label before releasing the child to the parent.
 - a. For children of visitors, volunteers must check the visitor ID card and the child's label to ensure that the numbers match. If a visitor does not have their ID card, send them to the 2nd floor to get a replacement card. Only after the visitor parent has obtained a replacement card can their child be checked out.
 - b. For member parents, if the child or parent is unknown to the volunteer, the volunteer will match the number on the member parent ID card and the child's label. If the parent does not have their ID card, the volunteer will use the parent ID booklet in the classroom to make the match between parent and child.
- 2. Volunteers will REMOVE & DESTROY child labels before children leave their room. This will prevent strangers from referring to the child by name and potentially luring them away from their parents.

Only the parent/guardian who signed the child into the class is authorized to pick up the child. The exceptions to this are:

- 1. In the event of an emergency that would result in neither parent/guardian being available to sign out the child at the end of a session, the child will be released to the care of an elder, deacon, or staff member of CHBC.
- 2. A member can send their spouse to pick up their children.
- 3. A member parent may make prior arrangements with the Children's Ministry Administrator (or any deacon/deaconess) to allow for someone other than him/herself or his/her spouse to pick up the child at the end of a session.

Appendix F: Safe Child Care Resources Protecting the Children While They Are In Our Care

Two Volunteer Rule

For all children's classes and programs, at least two qualified, unrelated adult volunteers must be present in each classroom at all times.

Helpers are always in addition to and supervised by the two adults. Helpers are never to be left alone at any time with children without the presence of the two adult volunteers.

Staff, deacons and volunteers must never leave a child alone in a classroom.

The exception to the two volunteer rule is CHBC's Praise Factory and Great Commission Club programs, where at least one adult volunteer must be present in each classroom at all times, and that adult should be highly visible to other adults at all times. In this situation, doors must be open any time there is only on adult present; and the class should be conducted in a room with a window in the door or wall.

Two male volunteers may not serve together in the same room without a female volunteer also being present. The only exception to this rule is when a male Hall Monitor temporarily substitutes for a female volunteer who is taking children to the rest room.

A staff member, deacon or volunteer may take children out of the nursery or classroom only for a compelling reason, such as to use the bathroom or in cases of illness, emergency, or evacuation.

Staff or volunteers should not have private one-on-one meetings with a children. When a meeting on the church premises is necessary, it should be done with at least one other adult present, and held with the knowledge and consent of the staff and the parents.

Visibility

When children's classes or programs are in session, the interior doors and windows should allow for unobstructed views from the outside of everyone inside the room.

Hall Monitors

The Hall Monitor is a qualified male or female volunteer whose duties are not limited to any one classroom. Hall Monitors generally move about the hallways and buildings during scheduled session times to observe any unusual activity and be of service to volunteers (e.g., locating parents or substituting temporarily for another volunteer.) The Hall Monitor and each classroom are equipped with a walkie-talkie to facilitate communication. A Hall Monitor is on duty during Sunday morning and evening services.

Appendix F: Safe Child Care Resources Child-to-Volunteer Ratios

In addition to always having at least two volunteers present, the following ratios are maintained during the three regularly scheduled weekly meetings of the church:

- Children 0-11 months: One adult for every three children
- Children 12 35 months: One adult for every four children
- Children ages 3-5: One adult for every eight children
- Children ages 6-12: One adult for every twelve children

Once a ratio is met, additional children should not be accepted into a classroom if doing so would exceed the ratio unless and until additional volunteers are added. If for any reason the ratio is exceeded, deacon(s)/deaconess(es) of Childcare, Children's Ministry Administrator or the Hall Monitor should be notified and asked for more volunteers in order to maintain these ratios. Whenever age-groups are combined, the ratio is determined by the age of the youngest child.

Diaper Changing and Rest Room Procedure

0 Months through 2 Years Old

Parents of children with dirty diapers are asked to change their children prior to signing them into the classroom. Volunteers will change diapers at least once or as need during service. Both men and women are allowed to change diapers. Diapers must be changed in the presence of at least two other volunteers.

2 Years Old through Pre-K

Parents should take their children to the restroom prior to signing them into a class.

At check-in and drop-off, parents should let the volunteers know if their child is potty training.

In the event that a child needs to use the rest room, the volunteers will call the Hall Monitors. One hall monitor will step into the classroom (to maintain appropriate child to volunteer ratios). The other hall monitor accompanies a female volunteer and waits outside the door. The female volunteer takes the child and at least one other child to the rest room (but no more than the adult child ratio allows). The volunteer should wait outside the closed restroom stall door unless the child requires assistance. The child and the volunteer must wash their hands with soap and water (or anti-bacterial hand sanitizer) before returning to the classroom.

K to 4th Grade

For all other classes up to 4th grade, any child needing to use the rest room shall go with another child of the same age and sex. A female volunteer will accompany the pair to the rest room and wait outside the closed bathroom door until the children are finished. The children must wash their hands with soap and water (or antibacterial sanitizer) and return with the volunteer to their classroom. The Hall Monitor will be available to step into a classroom temporarily if necessary to maintain appropriate child to volunteer ratios.

5th to 6th Grade

For 5th to 6th grade, any child needing to use the rest room may go on his or her own. Children must wash their hands with soap and water (or anti-bacterial sanitizer) and return immediately to their classroom.

Appendix F: Safe Child Care Resources **Appropriate Discipline**

All Children's Ministry volunteers are responsible for providing a loving, respectful, and orderly atmosphere in which children can learn, play, and interact with others. This atmosphere should be maintained by preparing beforehand, pro-actively directing children towards acceptable activities, verbally encouraging positive behavior, and, when necessary, correcting or redirecting inappropriate behavior.

Acceptable means of redirecting inappropriate behavior may include correcting the child verbally, withholding a certain privilege or activity for a brief time, or separating a child from the situation or problem for a brief time (particularly if his behavior is endangering or upsetting other children). During correction, a child should never be removed from the classroom. Correction should be discrete; in the classroom (not in the hallway); and never outside of the sight of others.

Steps of correction might include (depending on the age of the child): (1) removing the child from the situation or problem; (2) pointing out the problematic behavior; talking to the child about his/her sin and need for Christ; (3) praying for the child and redirecting to a new activity; (4) helping the child to reconcile with the offended children when appropriate. Volunteers should view misbehavior as an opportunity to introduce children to the gospel.

Children's Ministry volunteers and staff members are strictly prohibited from using any form of corporal punishment such as slapping, kicking, punching, spanking, or hitting. They should never speak harsh words, insults, belittling comments, threatening words, or any other verbal humiliation to children.

If a child's behavior is uncontrollable or the child does not respond to the acceptable means of discipline indicated above, volunteer or staff should ask the Hall Monitor to call the parents. If the child assaults, harasses or bullies other children, misbehaves beyond minor correction, or has a pattern of misbehavior, the parents should be immediately called so the child can be removed. Volunteers, staff or deacons are allowed to physically restrain a child if he/she is physically endangering other children. Please report any of these problems (as well as the appropriate response taken to deal with the behavior) to a Children's Ministry deacon or the Children's Ministry Administrator. Once a child is removed from Children's Ministry, reinstatement is possible at the determination of the pastor who oversees Children's Ministry and the Children's Ministry Administrator. A child may be reinstated if the risk of re-offense has been adequately reduced.

For further information regarding discipline, please speak with the Children's Ministry Administrator.

Appendix F: Safe Child Care Resources Physical Touch Policy

Two types of relationships are important to consider: volunteer-to-child and child/teen-to-child.

Volunteer-to-Child

While appropriate physical contact with children can be an effective means of aiding in communication, redirecting attention, calming restlessness, or showing godly love and care, it can also be misinterpreted. Particularly in our interaction with children, we want to be blameless and above reproach. The following will help workers to avoid any compromise or concerns in this area.

- Always remain in open sight of other adults.
- Appropriate touch is positive physical contact that nurtures children and develops a sense of emotional security and maturity in their interactions with adults. Appropriate touch is applied to meet the needs of children and not the adults.
- Appropriate physical contact will vary according to the age of the child. What is appropriate for nursery children (holding, rocking, sitting on laps, etc.) will not be appropriate for grade school children.
- Inappropriate touch involves, but is not limited to coercion or other forms of physical contact which exploits the child's lack of knowledge, satisfies adult physical needs at the expense of the child, violates laws against sexual or physical contact between adult and child, and any attempt to modify child behavior with physical force.
- For ages 2 thru 5, only women can take children to the restroom.
- Sitting on laps is only appropriate for ages 0 to 5.
- In general, a man will need to limit physical contact more than a woman in the same situation, especially when working with older children.
- Volunteers should refrain from rough-housing, wrestling, shoulder or piggy-back rides, rubbing, massaging, or any physical activity that might make a child feel unsafe or uncomfortable.
- Only touch children in "safe" areas and for brief time. "Safe" areas generally include hands, arms, shoulders, upper back, or gentle pats on the top of the head. Never touch a child on or near any region that is private or personal, unless when necessary while assisting in a diaper change or restroom visit.
- Never touch a child out of frustration or anger. Physical discipline is not an appropriate means of correcting someone else's child.

Child/Teen-to-Child

- No male or female under eighteen should ever be alone together while in Children's Ministry.
- No inappropriate touching (as defined above and in the appendix) of any kind will be accepted.
- Fighting will not be tolerated and any child participating in violent action will be dismissed from a class/ program and placed into his or her parent's care.

Further guidelines on appropriate and inappropriate touch can be found in Appendix 1.

Appendix F: Safe Child Care Resources Parents in the Classroom

If a child would feel more at ease with a parent in the classroom, this is allowed temporarily (for a few minutes), especially for visitors or children who are going through separation anxiety. If this goes beyond a few minutes and the child cannot remain without the parents, the parents should remove the child from the classroom and are encouraged to relocate to the family rooms in the basement. While accompanying their children, a parent should be kindly but firmly dismissed if the parent is causing difficulty or presenting concerns for the welfare of the class.

Food and Drink Policy

The primary mission of Children's Ministry at CHBC is to provide a safe and loving environment for the children entrusted to our care so that their parents may be fed spiritually without undue concern.

One of the ways we protect children is to limit the food and drink allowed in classrooms. Volunteers may not bring food or drink with them when they serve.

In most classrooms, an allergen free cereal and water are supplied for snack time. In Praise Factory, children will receive a snack in accordance with that day's lesson. We get parental consent to provide story-related snacks as part of the Praise Factory curriculum. Outside of these three things (an allergen free cereal, water, or a Praise Factory snack), volunteers will not provide any food to children EVEN with parental consent.

Why do we do this?

The nature of childcare is very hectic and dynamic so we cannot guarantee that:

- 1. A child's bag will be properly marked at all times.
- 2. The childcare volunteer will reach into the correct bag.
- 3. Another child won't grab food/drink and eat it.
- 4. A child won't share his food/drink with other children.

Also, some children will struggle with allergies or react adversely even to mere exposure to certain foods (like peanuts). So we need to limit the types of foods and drinks used on the Children's Ministry floors.

Why don't we allow children to bring their own food with them and feed themselves?

For the same reasons: we can't guarantee that volunteers will find/give the right food to the right child or that a child won't grab and eat another child's food or that a child won't share his food with other children.

So what do we do?

If a parent wants to feed their child something other than an allergen free cereal, water, or a Praise Factory snack, that parent may check out their child, feed him outside the room then return him to the childcare room. This is the policy throughout the building.

Appendix F: Safe Child Care Resources Administering Snacks and Food

Ages 0-17 Month-Olds

Deacons/deaconesses, staff and volunteers will not serve food to children while they are in the care of our Infant and Crawler nurseries. If a parent desires to feed their child at a certain time during the services, we ask that the parent to administer the food personally to their individual child. Parents who would like to feed their children while they are in our care should alert the Team Leader that they are temporarily checking their child out of class. Parents are welcome to make use of the Nursing Moms Room or the high chairs in the 2nd floor kitchen to feed their children.

12-17 Month -Olds

Volunteers may offer properly labeled sippy cups containing only water, as provided by the parents upon signing the child in.

18 - 23 Month-Olds to 5 Years-Old

An allergen free cereal and water will be offered to the children 18 Months-Old thru pre-kindergarten (4s/5's classroom).

If a child should not be given a snack of this nature, the parent should do the following:

- Verbally notify the team leader on duty.
- Place a red Allergy Alert wristband on the child's ankle or wrist.
- Note the nature of the allergy and how to respond to an allergic reaction in the appropriate spot in the sign-in book.

Volunteers may offer properly labeled sippy cups containing only water, as provided by the parents upon signing the child in.

Ongoing Care for Children with Allergies

Parents of children with allergies should talk with the Children's Ministry Administrator about how to handle any allergic reactions. Upon parental request, allergy information about children of members may be posted in the child's classroom.

No food except for the church-supplied an allergen free cereal and water will be permitted to be eaten anywhere in the classrooms.

If a parent desires to feed their child anything other than the provided snack at any time during the services, we ask that they administer the food personally to their individual child in designated locations such as the Nursing Moms Room or the 2nd floor kitchenette.

Serving Snacks

Volunteers should always check each child's label for allergy information before serving a snack. If instructions are not clear, no food should be given to the child without clarification from the parent/guardian. The volunteer may send to clarify with the child's parent or guardian.

Normally no snacks will be offered to the children in Sunday School classes for grades K and above.

Snacks of various kinds WILL regularly be offered as part of Praise Factory and the Sunday evening children's classes. Parents should verbally notify teachers upon check-in about the nature of any allergy or food limitations.

Appendix F: Safe Child Care Resources Security and Emergency Response

Emergency Situations

In emergency situations, if appropriate, 911 will be called to secure help and/or the display monitors will be used to summon staff and volunteers to the Children's Ministry floors to assist with the emergency.

Accidents, First Aid and Medical Emergencies

All classrooms are equipped with basic first aid kits. In the event of life-threatening injury or illness, emergency medical services will be called and parents should be located and informed immediately. Volunteers should complete an Accident Report Form for all injuries, whether major or minor prior to leaving the premises on the day of the accident.

In the case of a medical emergency, a deacon, team leader or staff will post "888" on the digital display monitors to summon medical volunteers to the Children's Ministry floors. Depending the severity of the situation, someone may also call 911.

Evacuation Procedures

A team of key responders has been recruited by the Children's Ministry Administrator. The team practices evacuation procedures at least once a year.

In the event of a fire, a deacon/deaconess, staff, or volunteer should call 911 and also assist all children in immediately evacuating the building. Deacon/deaconess, team leader or staff will also summon the key responders to the children's floors using "999" on the digital display monitors to assist staff, deacons, volunteers and teachers with evacuation. Staff and key responders will help keep parents away from the children's floors. Parents should not report to the children's floors because they risk creating chaos and blocking the exit stairwells for children. Instead, parents will meet their children in the designated areas outside of the church building. Evacuation information is located on all of the floors. Volunteers and parents should familiarize themselves with this information.

A Live Threat

A live threat includes a shooting or some other type of security hazard.

Step 1: Volunteers and Staff Evacuate Children

- As soon as staff, deacon/deaconess or a volunteer is confronted with a real threat, they respond immediately.
- If it is safe to do so, the first course of action should be to evacuate the building.

Step 2: Volunteers and Staff Communicate the Danger

- When it is safe to do so, whoever sees or hears the live threat should notify the deacon/deaconess, team leader, or staff about the problem. Staff, the team leader or deacon/deaconess will then notify the remaining volunteers about the live threat.
- When it is safe to do so, staff, deacon/deaconess or volunteer should call 911. Give the following information: Location and the nature of the threat.
 If shots have been fired tell police we have an "active shooter." DC Police are trained specifically to respond to an active shooter.

Step 3: Hide

- If running is not a safe option, hide in as safe a place as possible.
- Close the door, including the top portion of each door and pull the latch down.
- Barricade the doors with heavy furniture.
- Close and lock windows and close blinds.
- Turn off the lights.
- Silence all electronic devices.
- Maintain silence.
- Have children lie or sit on the floor away from the door. If possible, stay out of sight of any interior windows.

Step 4: Staff or Volunteers fight the Live Threat

- If neither running nor hiding is a safe option, as a last resort, when confronted by a shooter or some other danger, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as a fire extinguisher or chairs.
- Under no circumstances will a child be allowed to confront the potential danger.

After the area has been made safe and secure by police, the Children's Ministry Administrator, the pastor who oversees children, or staff will communicate an "all clear" sign to anyone who is in lock-down mode.

Missing Child or Kidnapping

In the case of a missing child, the staff will first do a thorough check of the Children's Ministry floors to make sure the child is not in another part of the building. If the child is not found after a thorough check of the Children's Ministry floors then post "777" on the digital monitors to summon the key responders, each of whom will then block their assigned door until otherwise notified by staff or the pastor who oversees children. Hall monitors and other volunteers will continue to search for the child until they are found. If the child is not found, the staff or elders will call police to secure further help.

In the case of a kidnapping, staff, deacon/deaconess or the team leader should call 911 to secure help from the police and post "777" on the digital monitors to summon the key responders, each of whom will then block their assigned door until otherwise notified by staff or an elder.

Parent involvement in Emergency Procedures

The pastor who oversees children and/or the Children's Ministry Administrator will decide how and when to notify parents about security or emergency situations. Involving parents too early might cause unnecessary fears or panic. If an emergency does happen, parents will need guidance, pastoral care and counseling, so we rely on an elder or staff to walk with parents through difficult situations.

Appendix F: Safe Child Care Resources Healthy Child Policy

Communicable Disease Policy

In order to prevent the spread of communicable diseases among the children, several guidelines are in place concerning disease.

1. Children with infectious diseases should be kept home until they are no longer contagious. If a child is exhibiting symptoms of illness such as fever, diarrhea, open skin lesions or blisters (as in chicken pox), or persistent nasal discharge, the parent should keep the child home.

2. Volunteers will use disposable latex gloves and proper hygiene procedures to change diapers, wipe noses, and handle blood spills.

3. Hand washing or use of anti-bacterial hand sanitizer must be a regular habit for both children and volunteers.

4. Toys and equipment should be washed and disinfected regularly.

5. CHBC is dedicated to preventing the spread of disease among the children. Team Leaders and the Deacon/ Deaconess have the right to refuse a child on the basis of questionable symptoms. To prevent this, parents are asked to comply with the Healthy Child Policy guidelines.

A child should not participate in a class if and when any of the following exist:

Fever, vomiting or diarrhea (Note: Children should be free of a fever, vomiting or diarrhea for 24 hours before coming to Children's Ministry.)

- Any symptom of scarlet fever, German measles, mumps, chicken pox, or whooping cough
- Common cold from onset of symptoms and one week thereafter
- Sore throat
- Croup
- Lice
- Any unexplained rash
- Any skin infection such as boils, ringworm, impetigo
- Pink eye or other eye infection
- Thick green, yellow or constant nasal discharge
- Any other communicable disease

Children who appear ill during a class will be kept at the nursery sign-in desk with a volunteer while the Hall Monitor locates the parents.

Please inform the Children's Ministry Administrator if your child appears to have contracted an illness while attending a CHBC event so that other parents may be notified if necessary. If a child contracts an illness and has been in contact with other children while at CHBC, it is the responsibility of parents to notify the Children Ministry Administrator.

Neither volunteers nor church staff may give any medication to any child.

Parents of children with special needs are encouraged to contact the Children's Ministry Administrator before signing the child into class. This allows the staff to assess the needs of the child and assist parents in transitioning their child into a classroom setting.

Appendix F: Safe Child Care Resources **Universal Precautions**

Universal precautions are very effective for protecting both the children and volunteers from illness. These methods are employed such that all human bodily fluids are treated as if they carried infectious diseases. Universal precautions are applicable in any setting and should always be used.

Important Points of Universal Precautions:

- Wash hands before and after any contact with bodily fluids, including wiping noses, changing diapers, cleaning vomit, and treating a blood spill.
- Always wear disposable gloves when dealing with any bodily fluids.
- Treat all soiled linen (i.e. sheets, clothing) as potential infectious agents.
- In rooms with children ages 23 months and below, remove toys that children have mouthed from the general play area. Set them in the container by the sink and wash.
- At the end of the session, disinfect the room with Lysol disinfectant spray.
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Neglect & Abuse Prevention, Reporting & Response

Definitions

What is child neglect and abuse? It is important to define our terms.

Child neglect is failure, whether intentional or not, of the person responsible for the child's care to provide for the child's basic needs such as adequate feed, clothing, medical and dental care, supervision, and/or proper education, or the failure to protect the child from harm.

Child abuse is any recent act or failure to act resulting in imminent risk or serious harm, death, serious physical or emotional harm, sexual harm or exploitation of a child by a parent or a caretaker who is responsible for the child's welfare.

Sexual abuse perpetrated by an adult is any contact or activity of a sexual nature that occurs between a child and an adult. This includes activity which is meant to arouse or gratify the sexual desires of the adult or child. Sexual behavior between a child and an adult is always considered to be forced whether or not the child consents to it.

Sexual abuse perpetrated by a child is any contact or activity of a sexual nature that occurs between children, with or without the consent of either child, when one child has power or perceived authority over the other child. This includes any activity which is meant to arouse or gratify the sexual desires of any of the children.

Sexual exploitation includes forcing a child or soliciting a child for the purposes of prostitution; and using a child to videotape or photograph pornography.

Child sexual abuse is any form of sexual contact with a minor, non-touching offenses, or sexual exploitation of a minor. This is criminal behavior that involves children in sexual behaviors for which they cannot be personally, socially, and developmentally ready.

Child spiritual abuse the use of spiritual authority (the Bible or church authority) to emotionally, physically, and/or sexually abuse a child.

Appendix F: Safe Child Care Resources <u>Prevention</u>

CHBC takes protection against and reporting of neglect and abuse very seriously. In an effort to prevent abuse and neglect, we:

- Educate and equip staff, deacons and volunteers about neglect and abuse
- Adhere to the procedures and guidelines as set out in this policy manual. Many of the policies are written to protect children, including the two adult rule, visibility guidelines, and diaper and bathroom policy.
- Train and screen volunteers prior to contact with any children. Screening includes filling out an application, getting feedback from references and requiring a criminal background check.
- Require all full-time staff to submit to a criminal background check within a month of joining staff.
- Repeat screening procedures and criminal background checks for full-time staff and volunteers every five years.
- Require volunteers and staff to be members for at least six months prior to serving in Children's Ministry.

Any instance of suspected or observed abuse or neglect should be handled with the following guidelines.

Child Protection Committee

The Child Protection Committee (CPC) consists of the pastor overseeing Children's Ministry, the pastor of administration, the Children's Ministry Administrator, and any CHBC member who has been designated by the chairman of the elders. All members of the CPC stand ready to address all allegations of neglect and abuse in accordance with the CHBC church covenant and the laws of the District of Columbia and surrounding jurisdictions.

Reporting of Neglect & Abuse

Point of Contact for Reporting

Anyone who suspects, witnesses, or has any reason to believe that a child has been or is likely to be neglected and/ or harmed or threatened with abuse in any form should contact the Children's Ministry Administrator, the pastor who oversees Children's Ministry, or any elder at CHBC. This reporting includes questionable behavior (overly flirtatious behavior, shoulder massages or other intimate acts, etc.) and/or possible offenses (volunteers observing actual abuse or possible evidence of abuse, like abrasions, lacerations, etc.).

Any person who serves as the initial point of contact is required to report all allegations and/or eye-witness accounts to the entire Child Protection Committee.

Guidelines for Mandatory and Permissive Reporters

In reporting of neglect or abuse to the authorities, it is important to distinguish between permissive and mandatory reporters. A mandatory reporter may include social workers, teachers and other school personnel, physicians and other health care workers, mental health professionals, childcare providers, law enforcement officers, and domestic violence workers. Permissive reporters include anyone who is not a mandatory reporter, which will be the majority of CHBC's volunteers and staff.

The church has a moral and ethical obligation to report any neglect and abuse, so if the person suspects or witnessed or has knowledge of neglect or abuse, the person must talk to the point of contact for reporting—the Children's Ministry Administrator, or the pastor who oversees Children's Ministry, or any elder at CHBC.

If the person who suspects or witnessed or has knowledge of neglect or abuse is a mandatory reporter, he or she must follow the guidelines and laws set out for mandatory reporters. He or she must fulfill his/her obligations to the law, including reporting to Child Protective Services or the police. At no time will the mandatory reporter be prohibited from reporting, even if their consultation with staff or leadership in the church results in a disagreement. If you are a mandatory reporter, it is important that you know whether you must report only in the context of your professional duties or whether the obligation to report also applies when you're away from your professional duties or functioning as a volunteer at our church.

If the person who suspects or witnessed or has knowledge of neglect or abuse is a <u>permissive reporter</u>, they should contact the Children's Ministry Administrator and/or the pastor who oversees children, or any CHBC elder. Because permissive reporters do not have professional training or experience in recognizing abuse, and because many of CHBC's volunteers are single adults with very little or no experience with children, they are required to report first to the Children's Ministry Administrator, the pastor who oversees children, and/or any CHBC elder. If reporting to Child Protective Services or police is deemed as warranted by the Child Protection Committee and the elders of CHBC then that person must report. At all times, this person will be required to fulfill their obligations to the law.

District and federal laws authorize civil or criminal penalties or civil liability for failing to report a reasonable suspicion of child abuse. In addition, obstructing or interfering with an investigation of child abuse can result in criminal charges.

The church will not tolerate any retaliation against a reporter who has a reasonable suspicion of neglect or abuse.

More Guidelines on Reporting

When available, the following information will be documented and reported when helpful:

- The name, age, gender and address of the victim(s).
- The name, age, gender and address of the alleged perpetrator/offender(s).
- The nature, frequency, date(s) and location(s) of the abuse alleged to have occurred.
- The relationship between the victim and the alleged perpetrator/offender.
- Other evidence that supports the allegations (eyewitness, medical exams, confessions, etc.)

What should a volunteer, staff, deacon or elder do when they suspect, hear about or observe what appears to be a sign or symptom of neglect or abuse? Talk immediately with the Children's Ministry Administrator and/or the pastor who oversees children. The volunteer, staff, deacon or elder should document this information on the *Child Abuse Reporting* form, which is available in every classroom. After the Children's Ministry Administrator or the pastor who oversees children serve as an initial point of contact, they are <u>required</u> to report all allegations and/or eye-witness accounts to the entire Child Protection Committee.

What should the Children's Ministry Administrator or the pastor who oversees children say or do with the child who is allegedly neglected or abused? Talk with the child and find out how the injury happened, though be careful of the level of detail you pursue. Asking for too much detail might be harmful for a child as it causes them to relive the abusive experience. If the child is describing what might be abuse, the objective is to obtain very general information that may help substantiate or alleviate the suspicion. Ask the child open-ended questions and get them to relay the event in their own words.

Be careful to not suggest answers to the child and be sensitive to the fact that the child will be scared to tell the story, sometimes out of fear that it will upset adults or will not be believed. Write out a report that should include signs or symptoms observed, notations about bruises or injuries that are visible, a summary of the conversation with the child, and a description of any emotions expressed by the child. Do not ask the child to undress in order to show bruises or injuries that are not visible. Include all of this information on the *Child Abuse Reporting* form, which is available in every classroom.

What should volunteers or staff report when they hear of a story of abuse? Note what the child said happened, who the child was with when it happened, where it happened, and when it happened. All of this should be documented

What should a volunteer or staff do when they observe an incident that may be abusive? Immediately intervene to protect the child; follow-up immediately with Children's Ministry Administrator or the pastor who oversees children; write out a report about the incident; and act in accordance with all reporting laws. The volunteer or staff should keep an on-going log of the suspected person's behavior and anything else that is relevant concerning the person or the child or their relationship.

How Can We Learn About the Different Laws, Regulations, and Guidelines in Maryland, DC or Virginia?

Laws, regulations, and guidelines for reporting child neglect and abuse differ from state to state. For general information on guidelines for mandatory or permissive reporters in Maryland, DC or Virginia, ask the Children's Ministry Administrator for the summary page entitled Child Abuse & Neglect Reporting Guidelines in MD, DC & VA. For specific questions regarding your legal obligation under one or more of these laws, please consult with an attorney.

Response to Neglect & Abuse

CHBC will ensure that a caring response is always provided to any suspicion or witnessing of neglect or abuse. Every allegation of neglect or abuse will be taken seriously. Proper guidelines for handling such complaints will be followed diligently and exhaustively. The victim(s) and victim's family will be cared for by the church in whatever way is available. Situations will be handled forthrightly with due respect for all parties' privacy and confidentiality.

Who Should be Notified?

The church will seek professional assistance when deemed appropriate by the Child Protection Committee and the elder board of CHBC. Notification will be limited to those who need to know about the allegation and to those who can provide assistance in responding to neglect or abuse. The church may:

Report suspicions or firsthand accounts or any knowledge of abuse to civil authorities. Full cooperation must be given to civil authorities.

Notify church disciplers, counselors or medical personnel in order to obtain ongoing care for the victim(s) and victim's families.

Notify an insurance agent, denominational leaders, or any other outside officials.

Notify and consult with a church attorney.

How Will CHBC Respond to Allegations, Admission or Criminal Conviction?

Allegations of neglect or abuse, admission of child abuse by staff, elder, deacon, volunteer, helper, or any member of CHBC, or criminal conviction of abuse should:

be reported to CHBC's elder board. This disclosure of abuse is to be done regardless of the source of the information and should be conveyed to the elders board within 48 hours of the allegation being made or the admission of child abuse or criminal conviction.

immediately result in removal of the alleged perpetrator or criminal offender from any activity or program involving children;

result in immediate ineligibility of the alleged perpetrator or criminal offender from being granted approval to participate in any activity or program involving children.

The Child Protection Committee and the elders of CHBC will decide on other appropriate responses to allegations, self-admission of guilt, or criminal conviction, some of which may include:

- Contacting police or CPS.
- Notification of staff, deacons and any volunteers.
- Reporting allegations, self-admission or criminal conviction to the congregation during CHBC's public services or members' meeting.
- Barring from any activities or church programs with children or the Children's Ministry floors at the church building.
- The Child Protection Committee will designate CHBC members or staff, who will accompany the alleged perpetrator or criminal offender at all times while he or she is on CHBC's property or anywhere in CHBC's buildings. The alleged perpetrator will be notified of this requirement immediately after allegations are made known to staff or elders.
- Disciplining (removal from membership) of alleged perpetrator or criminal offender in a public members' meeting by the congregation.
- Barring alleged perpetrator or criminal offender from any and all church property.
- Suspension or termination of a paid staff member or volunteer position.
- Acknowledging to another organization about allegations against or termination of staff, an elder, deacon, volunteer, helper, or any member of CHBC for misconduct or abuse against children.

If staff, CHBC elders, or a member of the Child Protection Committee learns from CPS or police that allegations of neglect or abuse are being investigated or criminal charges have been filed, the CHBC elders should:

- Be careful to not interfere with the investigation by police or CPS;
- Prevent contact between the accused and the accuser if appropriate;
- Remove the accused from activities or programs involving children, pending the outcome of the investigation.
- Appoint a member of the Child Protection Committee or the elder board to be a liaison with CPS and the police.

If an adult alleges an incident of neglect or abuse that happened when he was a child in a CHBC program, then:

- Members of the Child Protection Committee should hire a trained mental health professional (preferably who is not associated with the church) who can provide the Child Protection Committee with an assessment. The victim will have to provide consent for such an interview and to have the assessment released to the Child Protection Committee in confidence.
- If the accused is no longer a part of CHBC then the Child Protection Committee should consult with the elders and legal counsel to determine legal and moral need to report to police or CPS and any other organization that the accused may be a part of since his departure from CHBC.
- Even if government officials are no longer bound to investigate due to a statute of limitations, CHBC should respond to all allegations with the care and diligence traced out in this policy manual.

Confidentiality

The church, as well as permissive or mandatory reporters, will maintain confidentiality to the extent that it deems appropriate for the care of its members and consistent with applicable law. Allegations and suspicion should be reported only to the persons specified in this policy manual.

Appendix F: Safe Child Care Resources *Response to Media*

If appropriate, the CHBC elders will respond to the media. Normally, one elder or member will be designated by the elder board to speak to the media on behalf of the church. A written statement should be distributed at the time of media disclosure. Great care should be taken to disclose only facts and not suspicion. Disclosed facts might include the nature of the abuse allegation and when the alleged abuse happened. Great care should be taken to protect the identity of all parties involved (the alleged abuser and victim). Alerting the media lets the alleged victim know that allegations will be taken seriously and gives other vulnerable members of the community a chance to be protected.

Sexual Offenders in the Church

When An Alleged or Convicted Offender Attends CHBC or a CHBC Related Activity

If CHBC's elders or Children's Ministry staff learn in advance that an alleged or convicted sexual offender is wanting to attend a CHBC service:

- The Child Protection Committee must decide whether to admit him or her to church services or CHBC related activities. Admission of the offender will be based on factors such as extent of prior convictions, and his or her willingness to follow guidelines set out by this policy. This is not a comprehensive list of admission criteria.
- A member of the Child Protection Committee (or a designated member of CHBC) will contact the offender letting him or her know that he or she must be accompanied at all time while on CHBC's property or anywhere in CHBC's buildings.

If an alleged or convicted sexual offender participates in any CHBC related activity or public service that has the possibility of children being present:

- The pastor overseeing Children's Ministry, Children's Ministry staff, Children's Ministry deacons, the nursery team leader serving on that day, and hall monitors should be notified.
- The Child Protection Committee will designate CHBC members or staff, who will accompany the alleged perpetrator or criminal offender <u>at all times</u> while he or she is on CHBC's property or anywhere in CHBC's buildings.
- He or she will not be allowed beyond the basement and first floor of the church. He or she must stay away from the second, third, and fourth floors, where the nursery and children's classes meet.
- The Child Protection Committee will work with members to come up with guidelines for CHBC related activities that are not on church property, but elsewhere.

When An Alleged or Convicted Offender Attends Regularly

If he/she chooses to attend regularly:

- The elders will be notified.
- The congregation will be notified in a public service of the church, most likely the members' meeting. CHBC reserves the right to forbid someone from coming to the church for worship services, programs or activities. When participating in church activities outside of the church building, the same guidelines apply.
- The sexual offender should provide a member of the Child Protection Committee with the name of his/ her probation officer. Someone from the Child Protection Committee will contact the probation officer and find out 1) more about the underlying offense – offenders tend to minimize their offenses, and 2) the specific terms of the probation in order to make sure the offender stays in compliance while at the church.

When A Sexual Offender Seeks Membership at CHBC

If the offender seeks membership at CHBC, the elders retain a right to refuse membership. If the elders offer membership to an offender, it will be conditional on his or her agreement to:

- Verify the history of offenses, convictions, and adjudication of sexual offenses and disclose them to the CHBC elders and the members of the Child Protection Committee.
- A member of the Child Protection Committee contacting his/her probation officer to find out the underlying offense and the specific terms of probation.
- The Children's Ministry Administrator doing a thorough criminal background check. If the information provided by the offender differs from the information given by the probation officer or gathered by the Children's Ministry Administrator that will be grounds for denying membership.
- Disclosure of information to parents and the congregation. The information released to the church is at the discretion of the elders. A letter detailing this information will be sent directly to all member parents.
- Refrain from any form of communication (including phone, IM, texting, e-mail, social media or any type of technology), social fellowship, physical contact, mentoring, baby-sitting, or coaching with children or youth or participate in any activities or programs related to children or youth both inside and outside of the church.
- The Child Protection Committee will designate CHBC members or staff, who will accompany the alleged perpetrator or criminal offender at all times while he or she is on CHBC's property or anywhere in CHBC's buildings or in attendance at any church related services, activities or gatherings that has the possibility of children being present.
- Any restrictions that elders determine.
- Permission to notify the leadership, congregation, and parents of anything that the elders deem significant for these groups to know.
- A warning that the church will report any suspected activity to civil authorities.
- A warning that any violation of the code of conduct (including allegations or suspicion of abusive behavior) can result in discipline and banning from the church facilities or any church related programs and activities.
- Sign a written document that details all of these items, plus anything else that the elders or the Child Protection Committee deems important to include.

Other Guidelines About Sexual Offenders

If a convicted sexual offender applies for a volunteer or staff position, he or she will be denied by the church. Exceptions may only be made upon the approval of the elders, full-disclosure to the congregation and a congregational vote.

If a sexual offender does not disclose a former allegation, conviction or adjudication, and it is revealed later, the offender will be removed from any paid or volunteer position immediately and may be removed from membership as well.

If a sexual offender is a minor, the church reserves the right to bar that minor from any children or youth activities, and will follow the guidelines set out above for any sexual offender who seeks participation in church-related public services, programs or activities.

If a sexual offender leaves CHBC (as a member or regular attender) and begins attending another church, the elders will disclose allegations or self-admission or criminal conviction of neglect or abuse to the leadership at the next church.

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Inappropriate and Appropriate Touch

Inappropriate Touching

- Shoving, hair pulling, shaking, slapping, pinching, biting, kicking, hitting, or spanking a child for any reasons.
- Squeezing of arm, neck, face, or any parts of the body.
- Tickling children over 5 years old. It is over stimulating and is considered by some professionals to be a deceptive device that could lead to inappropriate touching.
- Children sitting on laps of adults is inappropriate for ages 6 and older.
- Holding or restraining children on the lap. However, holding a child 5 years and younger is appropriate for short time spans when comfort is needed by the child or the child's behavior is out-of-control or endangering other children.
- Touching a child in the genital areas except for younger and developmentally delayed children requiring a diaper change, bathing/washing and assistance with toileting procedures. Otherwise, touch in the genital area is only permitted by medical personnel in case of injury or suspected injury.
- Kissing a child on the lips, neck, or anywhere else. A child should never be allowed to kiss a staff member, volunteer, deacon or another child on the lips, neck, or anywhere else. Children are also not allowed to kiss one another. (Note: A kiss is appropriate on the cheek when it is included in a greeting).
- Slapping a child on the behind, even when playing.
- Fondling children, even in non-private areas.
- Carrying a child on the back unless the child is unable to walk.

Appropriate Touching

- A comforting pat on the shoulder and back, or allowing an emotionally distressed child to lean their head on your shoulder is appropriate.
- Back rub to help comfort, or put an irritable child to sleep is appropriate.
- High-Fives, handshakes, or the touching of two fists are appropriate and recommended touch, especially when interacting with older children.
- Holding hands is permitted with children 10 years and under when initiated by the child, or when helping a child to walk, climb stairs, etc.
- Holding a child firmly with your hands to restrain him/her is appropriate when it is used to prevent a child from an accident, injury, hurting self, others, or you.
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Appendix F: Safe Child Care Resources <u>APPENDIX 2:</u> Child Abuse Reporting Form

<u>Instructions:</u> If a volunteer, staff, deacon or elder suspect, hear about or observe signs or symptoms of abuse, please: (1) Talk immediately with the Children's Ministry Administrator or the Pastor who oversees children; and (2) document any relevant information on this form.

This report should include signs or symptoms observed, notations about bruises or injuries that are visible, a summary of what the child said, and a description of any emotions expressed by the child. <u>Do not go back</u> and interview the child. Fill this form out based on whatever information has already been obtained.

Today's Date:	Check all that apply:
Name of Child:	Team Leader Notified
Name of Parent/Guardian:	Deacon(ess) Notified
Name of Volunteer:	CMA Notified
Signs or Symptoms of Abuse Observed:	CM Elder Notified

Bruises or Injuries that are Visible:

Emotions expressed by the Child:

Summary of the Conversation with the Child:

Anything Else that is Relevant:

U.S. Department of Health and Human Services Administration for Children and Families Administration on Children, Youth and Families Children's Bureau

http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm

Introduction

The laws and regulations of the District of Columbia, Maryland, and Virginia differ on their requirements and definitions of persons required and/or permitted to report child abuse and neglect. Therefore, the following guidelines are only intended to serve general educational purposes, and is not intended as a substitute for competent legal advice from an attorney familiar with the laws and regulations regarding child abuse and neglect in the District, Maryland, and Virginia. Each individual CHBC employee and volunteer is responsible for fulfilling his or her personal obligation to comply with the laws and regulations applicable to him or her with respect to reporting child abuse and neglect, and may need to consult with a legal professional in order to understand and comply with applicable laws and regulations. However, in determining any legal obligations that CHBC may have with respect to reporting child abuse or neglect, it may need the assistance of a staff person or volunteer to determine relevant facts and circumstances.

District of Columbia Professionals Required to Report Ann. Code § 4-1321.02

Persons required to report include:

- Child and Family Services Agency employees, agents, and contractors
- Physicians, psychologists, medical examiners, dentists, chiropractors, registered nurses, licensed practical nurses, or persons involved in the care and treatment of patients
- Law enforcement officers or humane officer of any agency charged with the enforcement of animal cruelty laws
- School officials, teachers, or athletic coaches
- Department of Parks and Recreation employees, public housing resident managers, social service workers, or daycare workers
- Domestic violence counselors or mental health professionals

Reporting by Other Persons Ann. Code § 4-1321.02

Any other person who knows or has reason to suspect that a child is being abused or neglected may report.

Appendix F: Safe Child Care Resources Standards for Making a Report

Ann. Code § 4-1321.02

A report is required when:

- A mandated reporter knows or has reasonable cause to suspect that a child known to him or her in his or her professional or official capacity has been or is in immediate danger of being a mentally or physically abused or neglected child.
- A health professional, law enforcement officer, or humane officer, except an undercover officer whose identity or investigation might be jeopardized, has reasonable cause to believe that a child is abused as a result of inadequate care, control, or subsistence in the home environment due to exposure to drug-related activity.
- A mandated reporter knows or has reasonable cause to suspect that a child known to him or her in his or her professional or official capacity has been, or is in immediate danger of being, the victim of sexual abuse or attempted sexual abuse; the child was assisted, supported, caused, encouraged, commanded, enabled, induced, facilitated, or permitted to become a prostitute; the child has an injury caused by a bullet; or the child has an injury caused by a knife or other sharp object that was caused by other than accidental means.

Privileged Communications

Ann. Code §§ 4-1321.02(b); 4-1321.05

A mandated reporter is not required to report when employed by a lawyer who is providing representation in a criminal, civil, including family law, or delinquency matter, and the basis for the suspicion arises solely in the course of that representation.

Neither the husband-wife nor the physician-patient privilege is permitted.

Inclusion of Reporter's Name in Report

Ann. Code § 4-1321.03

Mandated reporters are required to provide their names, occupations, and contact information.

Disclosure of Reporter Identity

Ann. Code § 4-1302.03

The Child Protection Register staff shall not release any information that identifies the source of a report or the witnesses to the incident referred to in a report to the alleged perpetrator of the abuse, the child's parent or guardian, or a child-placing agency investigating a foster or adoptive placement, unless said staff first obtains permission from the source of the report or from the witnesses named in the report.

Appendix F: Safe Child Care Resources Maryland Professionals Required to Report

Fam. Law § 5-704

Persons required to report include:

- Health practitioners
- Educators or human service workers
- Police officers

Reporting by Other Persons

Fam. Law § 5-705

Any other person who has reason to believe that a child has been subjected to abuse or neglect must report.

Standards for Making a Report

Fam. Law §§ 5-704; 5-705

A report is required when, acting in a professional capacity, the person has reason to believe that a child has been subjected to abuse or neglect.

Privileged Communications

Fam. Law § 5-705

Only attorney-client and clergy-penitent privileges are permitted.

Inclusion of Reporter's Name in Report

The reporter is not specifically required by statute to provide his or her name in the report.

Disclosure of Reporter Identity

This issue is not addressed in the statutes reviewed.

<u>Virginia</u> Professionals Required to Report

Ann. Code § 63.2-1509

The following professionals are required to report:

- Persons licensed to practice medicine or any of the healing arts
- Hospital residents, interns, or nurses
- Social workers or probation officers
- Teachers or other persons employed in a public or private school, kindergarten, or nursery school
- Persons providing full-time or part-time child care for pay on a regular basis
- Mental health professionals
- Law enforcement officers, animal control officers, or mediators
- All professional staff persons, not previously enumerated, employed by a private or State-operated hospital, institution, or facility to which children have been committed or where children have been placed for care and treatment
- Persons associated with or employed by any private organization responsible for the care, custody, or control of children
- Court-appointed special advocates
- Persons, over age 18, who have received training approved by the Department of Social Services for the purposes of recognizing and reporting child abuse and neglect
- Any person employed by a local department who determines eligibility for public assistance
- Emergency medical services personnel

Appendix F: Safe Child Care Resources Reporting by Other Persons Ann. Code § 63.2-1510

Any person who suspects that a child is abused or neglected may report.

Standards for Making a Report Ann. Code § 63.2-1509

A report is required when, in his or her professional or official capacity, a reporter has reason to suspect that a child is abused or neglected. For purposes of this section, 'reason to suspect that a child is abused or neglected' shall include:

- A finding made by an attending physician within 7 days of a child's birth that the results of a blood or urine test conducted within 48 hours of the birth of the child indicate the presence of a controlled substance not prescribed for the mother by a physician
- A finding by an attending physician made within 48 hours of a child's birth that the child was born dependent on a controlled substance that was not prescribed by a physician for the mother and has demonstrated withdrawal symptoms
- A diagnosis by an attending physician made within 7 days of a child's birth that the child has an illness, disease, or condition that, to a reasonable degree of medical certainty, is attributable to in utero exposure to a controlled substance that was not prescribed by a physician for the mother or the child
- A diagnosis by an attending physician made within 7 days of a child's birth that the child has fetal alcohol syndrome attributable to in utero exposure to alcohol

Privileged Communications

Ann. Code §§ 63.2-1509; 63.2-1519

The requirement to report shall not apply to any regular minister, priest, rabbi, imam, or duly accredited practitioner of any religious organization or denomination usually referred to as a church as it relates to information required by the doctrine of the religious organization or denomination to be kept in a confidential manner. The physician-patient or husband-wife privilege is not permitted.

Inclusion of Reporter's Name in Report

The reporter is not specifically required by statute to provide his or her name in the report.

Disclosure of Reporter Identity Ann. Code § 63.2-1514

Any person who is the subject of an unfounded report who believes that the report was made in bad faith or with malicious intent may petition the court for the release of the records of the investigation or family assessment. If the court determines that there is a reasonable question of fact as to whether the report was made in bad faith or with malicious intent and that disclosure of the identity of the reporter would not be likely to endanger the life or safety of the reporter, it shall provide to the petitioner a copy of the records of the investigation or family assessment.

Appendix G:

Sample Children Bulletins for Use During a Church Service

Appendix F: Sample Children's Bulletins for Church

the	
about	
anything	n today
Draw	sermo

(note: you may also input a game or activity sheet)

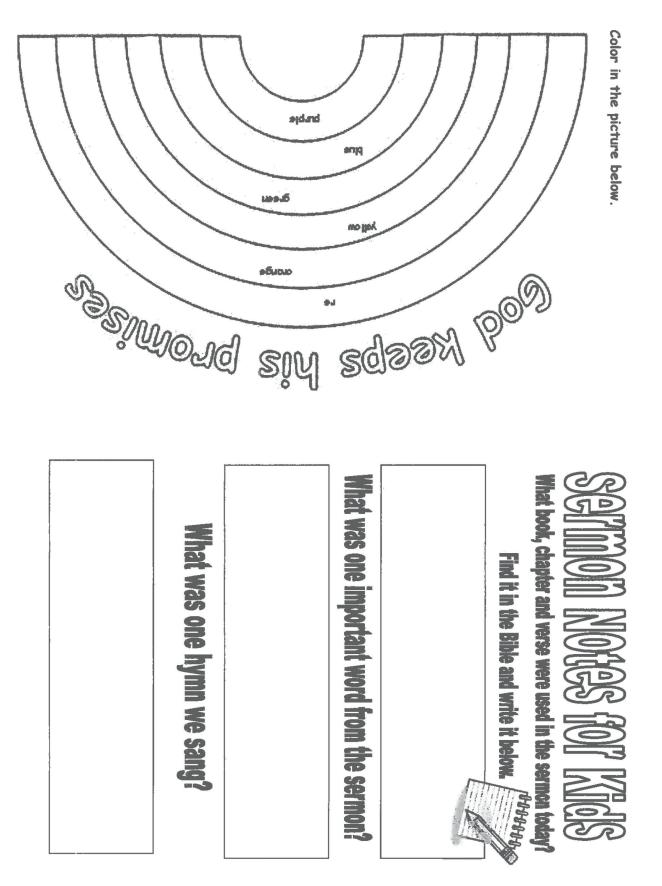
Children's Worship Bulletin "May your deeds be shown to your servants, your splendor to their children" Ps 90:16

Who is the Service Leader? Who is the Preacher? What verses were used for the Call to Worship?

"We gather this morning to:"



Date



ow there was a man named Joseph, from the Jewish town of Arimathea. He was a member of the council, a good and righteous man, ⁵¹ who had not consented to their decision and action; and he was looking for the kingdom of God. ⁵²This man went to Pilate and asked for the body of Jesus. ⁵³Then he took it down and wrapped it in a linen shroud and laid him in a tomb cut in stone, where no one had ever yet been laid. ⁵⁴It was the day of Preparation, and the Sabbath was beginning. ⁵⁵The women who had come with him from Galilee followed and saw the tomb and how his body was laid. ⁵⁶Then they returned and prepared spices and ointments. On the Sabbath they rested according to the commandment.

Who took and buried Jesus's body? Describe him in a sentence or two.

Draw a picture of the tomb that Jesus was laid. What day of the week did Jesus die and why did the women not come

Kid's Bulletin

For use during the sermon for kids in 3rdthru 5thgrade

Date:

Sermon Text:

Preacher:

Starting time:

Ending time:

Who wrote Luke? Describe him in a sentence or two.

back the next day?

Copy a key verse or the verse from the front of the bulletin.

Point #1:

Luke 22:32-43

³²Two others, who were criminals, were led away to be put to death with him. ³³And when they came to the place that is called The Skull, there they crucified him, and the criminals, one on his right and one on his left.

nd Jesus said, "Father, forgive them, for they know not what they do." And they cast lots to divide his garments. ³⁵And the people stood by watching, but the rulers scoffed at him, saying, "He saved others; let him save himself, if he is the Christ of God, his Chosen One!" ³⁶The soldiers also mocked him, coming up and offering him sour wine ³⁷saying, "If you are the King of the Jews, save yourself!" ³⁸There was also an inscription over him, "This is the King of the Jews." ³⁹One of the criminals who were hanged railed at him, saying, "Are you not the Christ? Save yourself and us!" ⁴⁰But the other rebuked him, saying, "Do you not fear God, since you are under the same sentence of condemnation? ⁴¹And we indeed justly, for we are receiving the due reward of our deeds; but his man has done nothing wrong." ⁴²And he said, "Jesus, remember me when you come into your kingdom." ⁴³ And he said to him, "Truly, I say to you, today you will be with me in Paradise."

There are three instances here where someone challenged Jesus to save himself. Find and underline them.

Why is it crucial that Jesus did not save himself but rather died on the cross?

Draw a picture of three crosses and one with an inscription over it (v.38).

Luke 22:54-62

hen they seized him and led him away, bringing him into the high priest's house, and Peter was following at a distance. ⁵⁵And when they had kindled a fire in the middle of the courtyard and sat down together, Peter sat down among them. ⁵⁶Then a servant girl, seeing him as he sat in the light and looking closely at him, said, "This man also was with him."

ut he denied it, saying, "Woman, I do not know him." ⁵⁸And a little later someone else saw him and said, "You also are one of them." But Peter said, "Man, I am not." ⁵⁹And after an interval of about an hour still another insisted, saying, "Certainly this man also was with him, for he too is a Galilean." ⁶⁰But Peter said, "Man, I do not know what you are talking about." And immediately, while he was still speaking, the rooster crowed.

nd the Lord turned and looked at Peter. And Peter remembered the saying of the Lord, how he had said to him, "Before the rooster crows today, you will deny me three times." ⁶²And he went out and wept bitterly.

Find and underline in the passage the three times Peter denied Jesus.

Draw a picture of the rooster that crowed immediately after Peter denied Jesus three times.

Was Peter's denial of Jesus a surprise to Jesus? Why or why not?

Why do you think Peter wept bitterly?

Point #2:

Appendix G: Sample Children's Bulletins for Church

Write the third sermon point and draw a picture related to it.

Point #3:

Luke 22:47-53

hile he was still speaking, there came a crowd, and the man called Judas, one of the twelve, was leading them. He drew near to Jesus to kiss him, ⁴⁸but Jesus said to him, "Judas, would you betray the Son of Man with a kiss?" ⁴⁹And when those who were around him saw what would follow, they said, "Lord, shall we strike with the sword?" ⁵⁰And one of them struck the servant of the high priest and cut off his right ear.

ut Jesus said, "No more of this!" And he touched his ear and healed him. ⁵²Then Jesus said to the chief priests and officers of the temple and elders, who had come out against him, "Have you come out as against a robber, with swords and clubs? ⁵³When I was with you day after day in the temple, you did not lay hands on me. But this is your hour, and the power of darkness."

Who betrayed Jesus?

The disciples with Jesus thought they were going into physical war. Draw what one of the disciples did to one of the servants of the high priests. Did Jesus approve of this action? What did Jesus do instead?

Appendix H:

Quality, Biblical Curriculum: 9 Questions We Ask as We Choose or Create Appendix H: Quality, Biblical Curriculum: 9 Questions We Ask as We Choose or Create

Key Teaching Resources: Quality, Biblical Curriculum

Creating or Choosing Curriculum

As we develop or purchase curriculum we ask 3 groups of questions:

The first four key questions we ask:

- 1. Is it sound theologically? Is it God-centered?
- 2. Is it developmentally appropriate for the children?
- 3. Does it reinforce key truths about God in different ways?
- 4. If the answer to any of these is not a whole-hearted yes, then we also ask: how hard would it be to make it these things?

These questions are summarized by "Two Dead Men and a Diamond"

Dead Man #1: Martin Luther

Luther spoke of theology—the study of God—as not just dry, heady stuff, but how you live and how you die. Children want to learn real, solid truths about God because He created them to know Him. They want to know about the world, God and His great plans for the world and their lives. Teaching biblical truth is how they can know these things.

Dead Man #2: John Bunyan

Bunyan spoke of reaching people through the gates to their heart. We want to use every gate we can to reach the children. The eye gate, the ear gate, the hand gate, the feet gate, even the stomach gate. The more gates used, the better the chance for the learning time to be enjoyable, understandable and memorable.

A Diamond

The great Puritan preachers meditated upon a single truth from many different facets, seeking to expand their knowledge of God and the implications and applications of this knowledge to their lives. We strive to lead children in thinking upon God in ways that might expand their own understanding of Him, and help them see implications and applications of this knowledge to their lives. We find that curriculum which reinforces the same biblical truths in different ways and at different levels helps to achieve this goal.

The next question we ask is:

5. Are the response activities "conduits of truth" or are they "time fillers"?

Conduits of Truth

There are many curriculum on the market which seek to teach Biblical truths to children in a way that is understandable, enjoyable and memorable. However, we have found, especially in the response activity area, that you need to look closely to see if the activities help the children retain the key, biblical truths of the lesson we most want them to remember.

So, when we create or look at a curriculum, we are not only looking for enjoyable, age-appropriate activities, but at whether these activities are filled with truth or whether they just fill the time. Those which are filled with truth are what we call "conduits of truth." A conduit of truth activity is one that uses the enjoyableness of the activity to fill the children with the important truths of your lesson.

Appendix H: Quality, Biblical Curriculum: 9 Questions We Ask as We Choose or Create

For example, if the lesson was on Noah's Ark and the children were asked to pair up and mimic animals entering the ark, the children may have a great time, but only go home making elephant noises. This game would not be a conduit of truth. But, if the children were asked to pair up and mimic animals entering the ark, but asked to freeze each time you blow a whistle, then you ask them a question related to the day's story for them to answer, then you have made the same game into a conduit of truth. You are using the enjoyable-ness of the activity to provide an opportunity to reinforce the biblical truths you want them to understand and remember.

Then we ask:

- 6. How well does it fit us?
- 7. Does it include resources for parents to use with their children?
- 8. Is it cost-effective? Re-usable?

How well does it fit us?

- a. the attendance patterns of our children
- b. the staffing and abilities of our teachers

Particularly:

- It is easy to follow? How much teaching experience is needed to teach this curriculum well?
- How much preparation is involved?
- What kind of preparation is involved? (choosing and shaping activities or creating activities?
- Does the curriculum build upon itself, requiring consistent attendance of same kids and the same teacher/s?
- Or, can the lessons stand alone, being effective with kids who have patchy attendance, with visitors, and/or a rotation of teachers?

Does it include resources for parents to use with their children (both those whose children attend a class at church and those whose children don't attend the church class but they want to teach these truths at home)? This is important, since class time with the children is very small compared to the teaching time and opportunities parents have with their children. If parents have a way to reinforce the truths taught in the classroom, there is a much higher chance they will be understood and remembered.

Is it cost effective? Re-usable? Does the curriculum rely on single-use materials or can they be reproduced and used again with another group of children without additional expense?

The final question we ask is: 9. Does it fit into the teaching emphases set out by our elders?

Our elders have given Children's Ministry four teaching emphasis:

- 1. Chronological study of the Bible (OT/NT overviews)
- 2. Prepare the children to gather together with the church body
- 3. God's One Big Plan of Redemption/Missions
- 4. Biblical Theology

It can be amazing curriculum, but if it does not fit with what they want us to teach the children, then we will have to pass on it. We trust our elders' God-given vision for our children!

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Appendix I: Classroom Management Suggestions for Teaching Preschoolers

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Appendix I: Classroom Management Suggestions for Teaching Preschoolers

This paper was developed by Jennilee Miller and Connie Dever for the teachers and Preschool Coordinators at Capitol Hill Baptist Church. While some elements are applicable to only our church's preschool department, most are of a broader use.

Why Working with Preschoolers Matters

"We will walk together in brotherly love, as becomes the members of a Christian Church; exercise an affectionate care and watchfulness over each other and faithfully admonish and entreat one another as occasion may require."

"We will endeavor to bring up such as may at any time be under our care, in the nurture and admonition of the Lord, and by a pure and loving exempt to seek the salvation of our family and friends." -- Capitol Hill Baptist Church Covenant

Playing with dolls, reading stories, singing songs, giving out snacks, settling squabbles and potty breaks. These are among the normal activities that take place in the preschool classes each week. They may seem trivial or even tiresome, sometimes. They certainly may seem to have very little to do with fulfilling the covenant promises we make to each other as members. But in fact, these activities are of great importance. Those that are willing to serve the preschoolers are part of an important work, not only in proclaiming Christ to the next generation, in building up and bringing unity among church members, and even in growing as Christians, themselves.

How can such small tasks bear such great fruit? Let's look at each and find out.

Proclaiming Christ to the Next Generation

Deuteronomy 6:4-7, NIV

"Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up."

God made people busy. God made people with lots of daily needs. Nowhere do we see this more, perhaps, than with preschool children. They are in perpetual motion. They are in perpetual need of help from others...except when they are sleeping. This passage from Deuteronomy 6 reminds us that it is not just children's bodies that are in constant motion and need. Their hearts are spiritually in constant motion and need, too. It is an encouragement not to relegate the spiritual training of children to a particular time of devotion in the morning or evening, but to see the daily events of life as opportunities for spiritual training.

While the spiritual raising of children is primarily the task given to parents, we as members have an opportunity to partner with the parents in this great task. In the few hours we have each week to be with the preschoolers, we intersect with their lives. It is our opportunity to fill the little events of their day with stories and songs of God, and model lives that seek to love God and others in all that we do.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers Building Up and Bringing Unity among Church Members

When you serve the preschoolers, you are not only serving them by being with them, you are also serving them by allowing their parents opportunities to grow spiritually through the teaching and preaching of the Word. Some parents choose to keep their children with them through the worship services. But many choose to let other members teach and tend to their children in the preschool classes while they go to Core Seminar Classes (*Sunday School a la CHBC*) and/or the worship services for a time of undistracted teaching and worship. As parents listen and grow, they become better equipped to be godly parents as well as godly people. Sharing in the same teaching and worship with other members fosters unity as we grow and worship together. Do the math: 100+ preschoolers + 200 parents...that's some 300 people you serve when you serve in the preschool department. A three for one deal! That's hard to beat!

Growing as Christians, Ourselves

Working with children is great for the children. It's great for the parents. But that's not all. It's great for you! Seasoned teachers will tell you: "What you teach, you learn." Seasoned parents will tell you: "Caring for children grows your appreciation for God's care for His people and your dependence upon Him."

Volunteering with our preschoolers, on a weekly or even monthly basis, can provide you with an opportunity to learn more about God yourself as you teach them about Him. And, it can be a great way to grow in your reliance upon God for grace to live godly lives before them, as well as wisdom to teach and train them well.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Teaching Biblical Truth to Preschoolers**

Teaching Biblical Truth in Safety

The top priority of all of our Children's Ministry programs is to provide a safe environment for children to learn and play while their parents attend Core Seminar classes (*Sunday School a la CHBC*) or the worship services. To this end, require all potential children's workers to:

- Attend a Childcare Training Class
- Go through a Screening/Application Process
- Learn and adhere to our Child Protection Policy procedures

Child training classes

This class is led by one of the Deacons of Child Care or the Pastor of Families and Children. Child Training Classes take place about two or three times a month, immediately after the morning worship service. Attendees learn about the Child Protection Policy and why it is so important that we follow it carefully. The class takes about one hour. For more information, contact the Children's Ministry Administrator, at Capitol Hill Baptist Church, (202) 543-6111.

Screening/application process

As another precaution, all potential children's workers must fill out a Children's Ministry Workers

Application. This application requests basic information about each worker, as well as questions about your previous experience working with children. It also asks for a number of references that will be contacted and questions related to any criminal offenses or instances of abuse. Each person's name is also submitted to the Department of Justice Screening System which does a background check for similar offenses. All application information is treated with the utmost confidentiality by

the Pastor of Families and Children. While it may feel awkward to have to ask such questions, they are a necessary part in achieving our goal for a safe environment for the children. For further information about this process, please contact Deepak Reju, the Pastor for Families and Counseling at Capitol Hill Baptist Church.

Child protection policy

Our child protection policy have been developed around two key principles:

1. No one adult should be alone with one child at any time.

2. When in doubt, call a hall monitor or a parent.

It includes the use of:

- Matching wristbands for all children and their parents so that the right children go home with the right adults
- Red wristbands for children with special allergy alerts
- A family number identification system which flashes up on number boards in the worship hall' if a parent is needed during the worship services
- Procedures for taking boys and girls to the bathroom
- What to do in an emergency or when an accident occurs

The full Child Protection Policy is reviewed in the Child Training meetings and is also available in the church office and on the church website.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers Teaching Biblical Truth Developmentally Appropriately

Successful teaching involves conveying truth from teacher to student in a way that is understandable and memorable. A teacher needs to not just know the truth he wants to teach, but what his students are like in order to achieve this goal. Here are brief descriptions of what 2-5 year olds that may help you know how to best teach our children.

TWO YEAR OLDS

A Snapshot of Two Year Olds

- Full of life and curiosity
- Can be very stubborn and demanding
- Growing awareness of capabilities of their mind, body and language, but with only a fledgling skill level in the use of them

Speech and Communication Skills

- 2's may only start out with a fairly limited vocabulary and 2 word sentences but develop into 3-5 words sentences by the end of the year.
- Pronunciation may be difficult to understand by others not familiar with the child.
- Are able to understand most of the speech in your regular conversation, even with other adults by the end of the year

Play and Socialization

- Largely plays alongside other children, but not with them (this is called parallel play)
- Playing with others begins to develop by the end of the year
- Loves to imitate others' speech and actions
- Begins to engage in pretend play

Emotional/Intellectual Development

- Can have rapid, emotional swings from very happy to very sad
- Can be destructive and throw things when angry
- Has a hard time control his impulses
- Often tests limits and rules
- Many enjoy answering "no" when asked to do something, even when they mean "yes"
- Their perspective of the world is largely "me-centered"
- Starts to show consideration of the feelings and needs of others
- Can be very willful, yet still have a strong desire to please adults
- Frequent separation anxiety when parents leave
- May often act shy around new people
- Wants to try to do tasks by themselves

Fine Motor Skills

- Fine motor skills gradually develop. Learns to hold crayon and make basic strokes.
- Can make a low stack of blocks

Large Motor Skills and Other Physical Milestones

- Runs, jumps, begins to climb and may even be able to pedal a tricycle
- Enjoys rolling, throwing, and catching a large ball
- By 2 1/2 years, many are ready to begin toilet training

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Classroom Skills and Behavior**

- Enjoys simple stories, action rhymes and songs over and again. Tries to sing along.
- Extremely short attention span, especially for structured group activities
- Largely engages in individual activities rather than group activities
- Has a hard time sitting still for long periods
- Often plays with the same toy for more than a few minutes
- Enjoys pouring, sifting, sorting, moving things
- Does best with simple 1 step directions

A Snapshot of Three Year Olds

A year of growing confidence in use of body, language and socialization

Speech and Communication Skills

- Expanding vocabulary and sentences (up to 6-word sentences) though with grammar errors
- Speech becomes clear enough to be understood by many people
- Stuttering may develop in the child's language

Emotional/Intellectual Development

- Enjoys asking who, what, where, and especially why questions
- Many still enjoy testing limits and rules, particularly to see the adult's reaction.
- Separation anxiety largely gone
- Seeks the approval of adults
- Often enjoys helping
- Enjoys laughing and acting silly
- Often looks for and thrives under praise

Play and Socialization

- Is able to get along better with other children. Less "me-centered. Learning to cooperate, take turns and share (with promptings)
- Begins to notice typical roles of their gender and engages in pretend play using them.
- Plays with groups of other children her age, but still enjoys playing alongside other children (on his own)
- Pretend play become much more complex. Expands into stories. Can include imaginary friends.
- Moves between the world of real people/friends and pretend people/friends. May have a hard time differentiating between what is pretend and what is real. Even G rated movies can be scary because they seem so real.

Large Motor Skills and Other Physical Milestones

- Growing confidence in ability to use body. Walking, running, jumping, climbing come easily, with little thought
- Balancing on one foot or standing on tiptoes still difficult
- Can kick a ball
- Can use the toilet by himself

Fine Motor Skills

- Fine motor skills are developing. Can hold a crayon with confident grip. Older three's often are able to make simple drawings of shapes, animals and people with a few body parts. They can use child's scissors fairly well.
- Can dress self and feed self with spoon and fork
- Can put on shoes, put not tie them

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Classroom Skills and Behavior**

- Enjoys hearing familiar stories, doing familiar action rhymes and singing familiar songs. Will often ask for the same stories, action rhymes and songs again and again.
- Enjoys short books and stories
- Does best with activities/games in which everyone is busy at the same time, rather than waiting for their turn.
- Growing attention span for group activities, but still quite short.
- Enjoys moving and dancing to music. Can sing a simple song
- Enjoys simple puzzles, playing with play dough, matching games
- Enjoys acting like different animals (hop like a rabbit, slither like a snake, etc)
- Likes to count things
- Does best with simple, 1 step directions
- Loves follow the leader games
- Thrives under praise

A Snapshot of Four/Five Year Olds

- Most are confident in their ability to use body, communicate and socialize with others
- They like to talk and make plans
- They are often excited and happy

Speech and Communication Skills

- Vocabulary is expanding rapidly to include a few thousand words.
- Sentences can be fairly complex.
- Speech gets quite clear, though the pronunciation of some letters may still not be completely correct. Many fewer grammatical errors. Asks many "how" and "where" questions. Can answer many why" questions.
- Most talk with adults with greater ease and have learned to look them in the eyes when speaking.
- Often likes to talk and can carry on extended conversations with adults and others.

Emotional/Intellectual Development

- Asks "why" questions a lot!
- Boasting, lying, name-calling may begin
- Begins to understand danger and become fearful. Fears may center around loud noises, the dark, animals and strangers
- May begin to experience feelings of jealousy
- May be quite bossy
- Seeks adult approval
- May begin to misbehave to get attention
- Many 5's like to take risks
- Understands and respects rules. Wants others to respect them, too

Play and Socialization

- Regularly plays with other children. Best friends become very important.
- More in tune with the feelings and needs of others. May take them into consideration in their actions and words.
- Expects to share and take turns. Usually does so without adult help.
- Makes up games with simple rules to play with others.
- In group play, one child is usually the leader who organizes the other children and what they will play.
- May exclude other children from playing with the group.
- Their imagination and ability to engage in pretend play continues to expand, but they are more able to differentiate between pretend and real life.
- Likes collecting things

Large Motor Skills

- They are quick and confident with most body movements. They develop the ability to do somersaults and skip. 5's like to test their physical strength.
- Fine motor skills are more developed. Begins to tie shoes, dressing self and brushing teeth.
- Catches a ball, move up and around obstacles easily. 5's begin to be able to throw a ball overhead.

Fine Motor Skills

- Can draw simple patterns and shapes and print (some) letters. Enjoys painting with a paintbrush, cutting and pasting.
- Likes to count and sort objects.
- Can stack high towers of blocks
- Can use a spoon, knife and fork

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Classroom Skills and Behavior**

- Can begin to learn to raise hand to answer a question, rather than blurting out comments.
- Can understand and follow multistep rules.
- Growing ability to play games in which they must wait their turn.
- Enjoys mastering a skill, idea or story. Enjoy getting to share their ability/information with others.
- Still enjoys listening to familiar stories, doing familiar action rhymes and singing familiar songs repetitively.
- Enjoys dancing and moving to music. Often can sing fairly well.
- Expanding attention span for structured group activities
- Can organize objects from smallest to largest
- Can recognize and maybe write his own name
- Can recognize familiar words, like "Stop" on a stop sign. Some 5's begin to identify letters of the alphabet, sound out letters and do simple reading.
- Can follow multi-step directions
- Loves play-acting and role-playing
- Enjoys creating and telling their own stories
- Loves follow the leader games
- Can tackle more complex puzzles and games
- Likes to thread beads, form shapes out of play dough, including simple animals and people
- Likes to count.
- 5's can understand yesterday, today and tomorrow
- 5's like to plan and build more elaborate pictures, buildings, scenes
- Loves nonsense rhymes

Resources used: http://www.nncc.org/Child.Dev/ages.stages, parenting.ivillage.com/

Appendix I: Classroom Management Suggestions for Teaching Preschoolers

Teaching Biblical Truth through Play

Preschoolers learn through play! They learn to compare things; they learn how things work; they learn to imagine and create; they learn how to use their bodies and minds. Preschool play is a beginning of the answer to God-given command for humans to fill and subdue the earth, as these little children first discover and learn to use the bodies and the world around them. But preschool play does more than that. Preschool play lays the foundation for teaching them about God, the Bible and His glorious plans for His people. How? As they develop abilities to compare objects, they are developing skills which will help them discern between right and wrong. As they learn how things work, they are developing skills which can help them understand the cause-and-effect of their actions upon others and God's holy response to them. As they imagine and create, they are being prepared to understand that God has plans for His world and has created it for His glory. As they learn how to use their bodies and minds, they are being prepared to be able to serve and love God with all their heart, mind, soul, and strength and to love others as themselves.

Playtime also can provide you with time to talk to the children about the Bible truths they learned as their hands are busy or to re-create what they have learned in their play. Their interactions with other teachers and children allow opportunities to speak to them about God's holiness and forgiveness, and about His good laws to obey Him and love others.

Yes, playtime is an important time in any preschool program! We should pray that God would use it to prepare these children to do great things for His glory one day!

Appendix I: Classroom Management Suggestions for Teaching Preschoolers Teaching Biblical Truth through Structured Instruction

As important as play time can be in laying a foundation of skills on which to place future understanding of God's truth, preschoolers are ready even at the age of two to begin to hear and understand God's truth now. This is done with age-appropriate amounts of structured teaching time and activities.

Teaching Two Year Olds

Two year olds have a very, very limited attention span for group teaching, say about five minutes. Keep it short. Keep it simple. And keep it moving. Incorporate movement and use plenty of visuals. Use an interesting tone of voice.

Two year olds love repetition. It's how they learn. About the time you are perhaps getting beyond bored with a story or concept, your two year olds are beginning to really love it. They love to be able to participate and predict what will happen, so they thrive on routine and hearing the same stories again and again.

Change activities frequently. Tell a little story, then sing a song incorporating movement. Prioritize what you want to teach them, realizing that you may only get to a small portion of what you would like to do with them.

Having the children sit together for a short Circle Time can be quite a chore in itself. They will probably wiggle around, even when they are sitting together. Don't be discouraged by this! You can't make a two year into a five year old... at least not without waiting three years! These first attempts at teaching group behavior are so important for preparing them for group learning in the future.

Use carpet squares. Two year olds are not used to sitting in a circle time, so having a clearly defined area in which to sit helps them learn that circle time is a time for them to sit still and listen & participate.

Use wisdom with the lessons. If you are on week one of a new month and have five new two year olds, you should probably limit your circle time to five minutes of activities.

Train two's to transition from activities. Make it a game (move to circle time by hopping like a bunny, creeping like a caterpillar, etc) or a race.

Typical Classroom Skills and Behavior

- Enjoys simple stories, action rhymes and songs over and again. Tries to sing along.
- Extremely short attention span, especially for structured group activities
- Largely engages in individual activities rather than group activities
- Has a hard time sitting still for long periods
- Often plays with the same toy for more than a few minutes
- Likes to learn about new things by tasting, touching, smelling, listening, etc.
- Enjoys pouring, sifting, sorting, moving things
- Does best with simple 1,2 or 3 step directions

Appendix I: Classroom Management Suggestions for Teaching Preschoolers Summary: Key Goals for Teaching Two's

- Keep children safe
- Teach them truth from God's Word
- Help ease separation anxiety
- Acclimate children to functioning & participating in a group,
- Give no more than 2 or 3 step directions
- Train them to sit still for 5+ minutes in structured group story time

Teaching Three Year Olds

Three year olds are growing in their ability to sit still and to be interested in structured group activities for longer periods of time. However they are still very young and still very new to the concept of structured group learning. Proceed with lots of visuals, movement and an interesting voice. Keep your expectations low for their attention span, especially with the youngest threes.

Change activities frequently. Tell a little story, then sing a song incorporating movement. Prioritize what you want to teach them, realizing that you may only get to a small portion of what you would like to do with them.

This is another important year for beginning good group behaviors. Within Circle Time, this is a good age to begin really working on taking turns talking and raising their hands. They will often forget to raise their hands (I mean... when else are they practicing this. They don't have to raise their hand to talk to their parents or friends), but be patient and persistent to help train them.

The more familiar you are with the lesson, the more comfortable you will be keeping your eyes on the kids instead of your teaching binder, which significantly helps your ability to manage the children.

Don't feel chained to the lesson plan! The classroom is not a theatrical performance where teachers follow a script word-for-word. Gauge how well children are engaging. Do you have a handful of boys with excess energy that would benefit from a quick, impromptu game of "Duck, Duck, Goose" or

"Simon Says" to get out some of their energy so they can listen to the lesson? Does the lesson seem to be running long and your kids are loosing interest? Shuffle things around, and perhaps do the game right after the story, and then get back to the music at the end of class.

Typical Classroom Skills and Behaviors

- Enjoys hearing familiar stories, doing familiar action rhymes and singing familiar songs. Will often ask for the same stories, action rhymes and songs again and again.
- Enjoys short books and stories
- Does best with activities/games in which everyone is busy at the same time, rather than waiting for their turn.
- Growing attention span for group activities, but still quite short.
- Enjoys moving and dancing to music. Can sing a simple song
- Enjoys simple puzzles, playing with play dough, matching games
- Enjoys acting like different animals (hop like a rabbit, slither like a snake, etc)
- Likes to count things
- Does best with simple, 1 step directions
- Loves follow the leader games
- Thrives under praise

Summary: Key Goals for Teaching Three's

- Keep children safe
- Teach them truth from God's Word
- Grow children in their ability to function & participate in a group
- Give them no more than 3 or 4 step directions
- Sitting still for 10+ minutes in structured group story time

Appendix I: Classroom Management Suggestions for Teaching Preschoolers Teaching Four/Five Year Olds

Four and five year olds are beginning to hit their stride. They are getting more confident in their ability to communicate with others and more used to group behaviors. Their attention span allows them to sit in a group for longer periods of time. But, preschoolers are still preschoolers. You still want to incorporate lots of visuals, movement and use an interesting voice as you teach.

By the time a child is four, they are familiar with the group-norm of raising their hand when they want to talk. Because they are not usually in large groups, it's easy for them to forget, yet it is a great habit to encourage. You can encourage children by lavishing the positive reinforcement when they do raise their hand. "Oooh! I love how Lisa is raising her hand because she has something to say! What a good example! Thank you, Lisa." If you have lots of blurting out going on and you have just asked the kids to raise their hand when they have something to say, you can be lighthearted with them and say "Wow! I hear a lot of noise right now, but my ears just can't listen because no one has raised their hand and so all I hear is 'blah blah zzzzzz blah wooooo.' What should we do? I know someone has something good to say?" When children correctly raise their hands, immediately encourage and compliment them.

Typical Classroom Skills and Behavior

- Can begin to learn to raise hand to answer a question, rather than blurting out comments.
- Can understand and follow simple rules. Many fives can understand and follow multi-step rules.
- Growing ability to play games in which they must wait their turn.
- Enjoys mastering a skill, idea or story. Enjoy getting to share their ability/information with others.
- Still enjoy listening to familiar stories, doing familiar action rhymes and singing familiar songs repetitively.
- Enjoys dancing and moving to music. Often can sing fairly well.
- Expanding attention span for structured group activities
- Can organize objects from smallest to largest
- Can recognize and maybe write his own name
- Can recognize familiar words, like "Stop" on a stop sign. Some 5's begin to identify letters of the alphabet, sound out letters and do simple reading.
- Can follow multi-step directions
- Loves play-acting and role-playing
- Enjoys creating and telling their own stories
- Loves follow the leader games
- Can tackle more complex puzzles and games
- Likes to thread beads, form shapes out of play dough, including simple animals and people
- Likes to count.
- 5's can understand yesterday, today and tomorrow
- 5's like to plan and build more elaborate pictures, buildings, scenes
- Loves nonsense rhymes
- Summary: Key Goals for Teaching Four's/Five's
- Keep children safe
- Teach them truth from God's Word
- Grow children in their ability to participate and share in a group
- Following 3 or 5 step directions
- Sitting still for 10-15 minutes in structured group story time

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Teaching Biblical Truth by Training Behavior**

Key Principles

1. Children are Foolish by Nature "Folly is bound up in the heart of a child," Proverbs 22:15

We can expect foolish behavior from children in the classroom.

2. Responding to Foolish Behavior is an Important Part of Our Teaching

Since we can expect foolish behavior, we can plan how to use foolishness to train children in the biblical truths we hope they will learn from our lessons. Foolish behavior fills the pages of the Bible; and, it often fills the lives of our children. Why? Because foolish behavior is the outworking of foolish, sinful hearts. We enjoy good behavior from our children because it makes our jobs as teachers easier and more effective. But, it is important to remember that our primary objective in all our teaching is to help the children learn about the Creator God, see their sinful, rebellious hearts, understand the consequences of their sin; and turn to Jesus as their Lord and Savior. We can use their foolish behavior and our teaching as opportunities to point out foolish behavior, its consequences and our need for a Savior. As you prepare your lesson, ask yourself: What foolish behavior do I see the people in this story exhibiting? What wise behavior? Do any of these behaviors look like the heart issues or actions of the children in my class? What questions could I ask them to help them see these issues/actions and apply them to their lives? How could I point the children to their own heart issues and their own need of a Savior through this story and the issues/actions highlighted, as well as, of course, through any foolish classroom behaviors?

3. Training and Turning of Hearts and Actions

As we address foolish behavior in our classroom, it is important to think about how we change. Any kind of training takes time, even more so the training of behaviors overflowing from sinful hearts. Since children are by nature foolish, then we need to help train them in wise behavior, encourage them to turn away from it. We need to make sure they understand how they are to act (through learning classroom rules as well as through learning biblical truths in our lessons). We also want to lead them to see their sinful hearts, ask God for forgiveness, and for the Holy Spirit's help to change both their hearts and their actions. We need to be praying for God to be at work in the children even during the week. How easy it is to forget the children until Sunday morning when we are faced with teaching them again! What opportunities we waste when we do this!

How important it is that we also remember that changed behavior does not necessarily mean changed hearts! Changed hearts are a work of the Holy Spirit alone! We also should pray that God would make us gentle, wise and consistent in our training of the children.

4. Train and Turn Only with Great Compassion, Gentleness and Graciousness

Behavioral problems, especially with "repeat offenders", can be very frustrating. It is very, very important that we only train and turn with compassion, gentleness and mercy. Not only can this often help a situation more quickly resolve (cf. Proverbs 15:1 "A gentle answer turns away wrath and a harsh word stirs up anger."), but when we act and speak from a heart of compassion, gentleness and graciousness, we reflect our merciful and loving Father to the children. Pray that God would fill your heart with His mercy and love as you deal with any behavior issues. Then of course there's the work that God will do in our heart and lives as we ask Him to cultivate this attitude in ourselves. Be aware of growing frustration on your part. If you feel that you cannot speak or act towards a child with the right attitude, it would be better to leave the situation to another teacher.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers 5. An Ounce of Prevention is Worth a Pound of Correction

out of temptation's way

When you become familiar with the children in your classroom, you will become aware of the things that typically tempt them. You may prevent many mishaps by looking over your lesson plans and classroom for situations, objects, etc. that will tend to draw out misbehavior and adjusting them accordingly. Do you have a group of especially wiggling children? Look for ways to add in more movement. Do you have some very competitive children? Change the games to be group cooperation games rather than team vs. team. Are there things in the room that regularly distract? Find a place to put them away.

working as a team

When one teacher is leading the teaching, the other teacher(s) should be actively looking for ways to facilitate focus and learning. This includes everything from noticing if the lead teacher needs a dry erase marker and bringing it to him, hold visuals, etc. to sitting next to a wiggly child, to quietly pulling aside a child who has a behavioral issue. Whenever possible, avoid the lead teacher interrupting his teaching to deal up with these issues. It will be distracting the other students and be more embarrassing to the student who is struggling.

6. Choosing your battles

Issues which must be addressed each time

- Safety issues
- Pattern behaviors that reflect heart
- Issues that affect feelings of another child
- Deliberate disobedience

Issues in which you can choose your battles

• Classroom training (like raising hands, etc.)

7. A Note about the Children of Visitors

Children of visitors may face extra anxiety in child care. They are surrounded by new teachers, new children and are in a new setting. While the above guidelines are useful for all children--visitors or regular attenders--you may need to spend a little extra time and show an extra measure of patience with the visiting children in most issues. However, issues of safety or physical harm must be treated with the same immediate response as with the children of members.

8. We Serve the Children Best by Partnering with Their Parents

The Lord has primarily given parents the honor and challenge of nurturing and admonishing the children we teach in our classroom. By gleaning from their knowledge and experiences of their children, we can learn how to best teach them and train them. By sharing with them both encouragements and concerns, we may be able to help them to better understand and shepherd their children.

engaging with parents

Parents appreciate a report on how their child did during class, so don't be afraid to touch base with them with a one-sentence feedback. "Mikey did a great job answering questions during Circle Time." "I could tell Katie really liked our songs today." "Ask Lewis to tell you what grasshoppers had to do with our story today."

If you had a discipline issue that warranted time out, you should tell the parents about it, even if you feel like the issue was resolved.

Don't be afraid to ask parents for advice about their children. If you have had trouble with a particular child (be it girl drama, throwing, not participating) or if you simply feel perplexed, share your observations with the parents and humbly ask if they have any suggestions on how you can help their child.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers

When a parent has left a child in your care, they have temporarily transferred their authority to you in the care of their child. However, the teacher is still not the primary caregiver or the one primarily accountable to the Lord for the shepherding and training of that child. We can partner with the parents helping to train, encourage and correct (when needed) a little one, but sometimes, you may find a "tough cookie" who does not respond to your correction. In these situations, where you cannot help turn their heart from sin, or their behavior from a behavior that is persistent and distracting or even harmful to the class, it is very appropriate that you have the hall monitor call the parents to your room to help. While we, as teachers, of course want to extend grace and understanding when possible, we also need to realize that we do not benefit the child (or his/her parents) when we ignore consistent issues, hardening hearts, etc.

encouragements

Dismissal time can be a particularly wonderful time to share encouragement. Share signs of spiritual growth or turning away from tempting behaviors. Tell the parents what their child learned that day. Even if you had trouble with behavior earlier in class, share ways that the child acted positively during your time with them. If possible, make these encouragements with the child present. Even small comments make a big difference to a parent and a child. An encouraging e-mail or a card to your children or parents can have an even greater impact.

concerns

Dismissal time can also be a time to share lesser concerns (or give a brief behavior update for on-

going issues already addressed). However, since conversations about behavior concerns may bring up delicate issues that are usually better discussed out of earshot of child or other parents, a brief comment after class, followed up by a conversation at a later time is often best. Sharing concerns about the children we teach can be difficult. Perhaps you are not a parent yourself and have little experience with behavioral issues except as you volunteer at church. Perhaps the child is new to the class or a visitor and you do not know the child or the parents. Perhaps you think you observe a serious problem. Perhaps the thought of talking to any parent, no matter how well you know them, is a terrifying thought. While you are right to humbly consider your shortcomings, we would encourage you to ask God to help you speak to the parents. Pray that He would give you the right words to say and that your words would be well-received. Use words that describe what you have observed of the child instead of those that make judgments about the child or the parents. Make sure to express your gratitude for the parents and the child and your desire to serve them. Feel free to talk to the Pastor for Families about concerns you have either about the child or about speaking to parents. He is here to help you.

insights

Since the parents spend most of the week with their children as we have them for an hour or two a week, it is easy to see how we can greatly benefit from their insights into their children. They very likely have already observed issues or giftings that we see in the children and can give us helpful tips in how to train or encourage the child. Their insights can help us teach the children better and often save lots of time in figuring out how to train them.

prayer

Nothing is done well without prayer! We are God's servants and need His Holy Spirit to work in both our hearts and the hearts of our children and their parents. He delights in the praise of children. He gives parents their children as a good gift. And He gives us the opportunity to glorify Him in speaking words of truth and living that reflect Him. And, for a few hours each week, He gives us this opportunity to do before and to serve children and their parents. We need His Spirit to be at work in us all. He is the One True Turner and Trainer of Hearts. He is the Shepherd who shepherds the parents and the children. He is the Giver of Wisdom and the Producer of the Fruit of Love, Gentleness and Patience. Pray with the other teachers before class for both the instruction and the behavior and hearts of the children. Pray during class with the children, that God would be at work in you all. Pray after class, to thank God for how He answered your prayers and about insights into the children you received during the time. Take home your class list and pray for the children and parents during the week. Look ahead to the topic of the next week's lesson and begin to pray it for all of you. In conclusion: PRAY!

TWO YEAR OLDS

separation anxiety

Separation anxiety is a developmentally normal and expected part of being a two year old. Follow the parents lead when they know what is comfortable, though most experts recommend that "sneaking off" is not always helpful for teaching a child to make a healthy transition.

Tips for easing a child into a classroom

- Tell them what they're going to be doing in class
- Have a specific toy or book in mind that you think they'll like. Tell them about it, or show it to them before they come into the class.
- Stoop down to communicate w/ them on eye-level. You are less scary when you aren't so big
- Invite parents in to help them settle their child into an activity. Generally, parents should make their exit within about 5 minutes, so as to not prolong disruption of class/teaching that may occur when they leave.
- Don't forget about the windows in your room. if the distractions of the toy shelf hold no interest for an upset child, try walking them to the window and point out cars, trees, people on the street, animals, houses, colors, etc.
- If a child grows increasingly inconsolable after 5 10 minutes, have the hall monitor page the parents for assistance.
- If a child is brand new to the class and struggling with separation anxiety, invite to stay in the room for the duration of class to help them get used to their environment (but do not leave a parent alone with the other children)
- When Sunday School transitions to Church Hour, teachers should try to overlap for at least a few minutes and make the departure of Sunday School teachers as quiet as possible.

a child won't participate

If they're not being disruptive, but quietly listening, consider what might make them feel more comfortable to participate.

a child refuses to come to circle time, especially if they want to play:

Give a child two choices: "You may come sit on a carpet square with the group, or you may sit in a chair at the table. But, it is not play time and no one may play with the toys. Would you rather sit on the carpet or on a chair?"

a child disobeys

As with all things, consider the heart. Did the child disobey because they were confused or didn't understand what the teacher was asking? Teacher should clarify. Did they understand and willfully disobey? Start by explaining the problem and giving a warning. "Timmy, Mrs. Miller said it was Katie's turn to play with the dump truck, but then you took the truck away from her. That made her sad AND it was disobeying Mrs. Miller. We are learning to share, and if you will not share, Mrs. Miller will need you to sit in time out." If a similar thing happens again, repeat your little speech, and say "Mrs. Miller warned you that if you took toys from someone else again that you would sit in time out. Please come sit in this chair until I tell you it's time to play again."

note about time outs for two year olds

Two minutes is an appropriate amount of time for a 2 year old time out. Longer than that and you loose the teachablility of the moment.

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Before letting a child return to the group, have a conversation. "Timmy, do you remember why you sat in timeout?" "You took a toy away from Katie, and then you took a toy away from another friend. This is not good sharing, and one of the ways we can show love to other people like God has loved us is to be kind. Are you ready to play with your friends and share? Let me pray for you that God would help you to obey 'God, thank you for giving us friends to love. Please help Timmy to love his friends and share with them. Amen." Dismiss Timmy to play, and then (hopefully within 5 minutes or so), "catch" Timmy being good and encourage him in the way he is obeying and sharing with friends.

a child won't participate:

If they're not being disruptive, but quietly listening, consider what might make them feel more comfortable to participate. Would giving that child a special role help them? Perhaps you can ask them to be your special helper and let them sit next to you and hold up the big question signs.

a child refuses to come to circle time, esp. if they want to play:

Give a child two choices "You may come sit on a carpet square with the group, or you may sit in a chair at the table. But, it is not play time and no one may play with the toys. Would you rather sit on the carpet or on a chair?"

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As with all things, consider the heart. Did the child disobey because they were confused or didn't understand what the teacher was asking? Teacher should clarify. Did they understand and willfully disobey? Start by explaining the problem and giving a warning. "Timmy, Mrs. Miller said it was Katie's turn to play with the dump truck, but then you took the truck away from her. That made her sad AND it was disobeying Mrs. Miller. We are learning to share, and if you will not share, Mrs. Miller will need you to sit in time out." If a similar thing happens again, repeat your little speech, and say "Mrs. Miller warned you that if you took toys from someone else again that you would sit in time out. Please come sit in this chair until I tell you it's time to play again."

note about time outs for three year olds

Three minutes is an appropriate amount of time for a 3 year old's time out. Longer than that and you loose the teachability of the moment.

Before letting a child return to the group, have a conversation. "Timmy, do you remember why you sat in timeout?" "You took a toy away from Katie, and then you took a toy away from another friend. This is not good sharing, and one of the ways we can show love to other people like God has loved us is to be kind. Are you ready to play with your friends and share? Let me pray for you that God would help you to obey 'God, thank you for giving us friends to love. Please help Timmy to love his friends and share with them. Amen." Dismiss Timmy to play, and then (hopefully within 5 minutes or so), "catch" Timmy being good and encourage him in the way he is obeying and sharing with friends.

a child throws something

This warrants an immediate time out. Kneel down so you are eye level with the child and explain "we never, ever throw things in our classroom. It is not safe and someone could get hurt. Because this is very serious, you need to come sit in this time out away from your friends for a little bit so you can calm down. Mrs. Miller will come back in 3 minutes and see if you are ready to go back and play." After 3 minutes, go back to the child and see if they can articulate why they are in time-out (this can be hard, especially for young 3 year old, so you may need to help them with the words.) Remind them that we do not throw toys in our classroom and that if it happens again, you will call Mommy or Daddy right away. If they are ready to go back and play, briefly pray with them that God would give them kindness toward their friends as they play.

a child won't participate

If they're not being disruptive, but quietly listening, consider what might make them feel more comfortable to participate. Would giving that child a special role help them? Perhaps you can ask them to be your special helper and let them sit next to you and hold up the big question signs.

a child refuses to come to circle time, esp. if they want to play:

Give child two choices: "You may come sit on a carpet square with the group, or you may sit in a chair at the table. But, it is not play time and no one may play with the toys. Would you rather sit on the carpet or on a chair?"

a child disobeys

As with all things, consider the heart. Did the child disobey because they were confused or didn't understand what the teacher was asking? Teacher should clarify. Did they understand and willfully disobey? Start by explaining the problem and giving a warning. "Timmy, Mrs. Miller said it was Katie's turn to play with the dump truck, but then you took the truck away from her. That made her sad AND it was disobeying Mrs. Miller. We are learning to share, and if you will not share, Mrs. Miller will need you to sit in time out." If a similar thing happens again, repeat your little speech, and say "Mrs. Miller warned you that if you took toys from someone else again that you would sit in time out. Please come sit in this chair until I tell you it's time to play again."

a child throws something

This warrants an immediate time out. Kneel down so you are eye level with the child and explain "we never, ever throw things in our classroom. It is not safe and someone could get hurt. Because this is very serious, you need to come sit in this time out away from your friends for a little bit so you can calm down. Mrs. Miller will come back in 4/5 minutes and see if you are ready to go back and play." After 4/5 minutes, go back to the child and see if they can articulate why they are in time-out (you may need to help them with the words.) Remind them that we do not throw toys in our classroom and that if it happens again, you will call Mommy or Daddy right away. If they are ready to go back and play, briefly pray with them that God would give them kindness toward their friends as they play.

girl drama

By age four, the girl-drama phenomenon begins to emerge (sometimes even earlier). Whereas a four year old boy is more likely to just chuck a dump truck at his friend when he's mad, the ways of a girl are much more under-theradar and catty. Because there's no blood with a hurled word or attitude, it's easy to let this slide, but we do our little gals no favors when we don't address it.

note about time outs for four/five year olds

Four/five minutes is an appropriate amount of time for a 4/5 year old's time out. Longer than that and you loose the teachability of the moment.

Before letting a child return to the group, have a conversation. "Timmy, do you remember why you sat in timeout?" "You took a toy away from Katie, and then you took a toy away from another friend. This is not good sharing, and one of the ways we can show love to other people like God has loved is to be kind. Are you ready to play with your friends and share? Let me pray for you that God would help you to obey 'God, thank you for giving us friends to love. Please help Timmy to love his friends and share with them. Amen." Dismiss Timmy to play, and then (hopefully within 5 minutes or so), "catch" Timmy being good and encourage him in the way he is obeying and sharing with friends.

Proactive measures

If you have a few girls known for their drama with each other, proactive separate them, especially during lesson time. When you do see them being kind to each other, encourage them in it. It is good to even pray with them and praise God that you see them reflecting his kindness in the way they are treating each other.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Reactive measures**

When something does happen (usually it is an unkind comment or exclusion), take the time to teach the girls about what God-honoring friendship looks like. Speak to them individually, and try to help them see how their words and actions affect others. Try to help them identify how they would feel if their friend treated them that way. Encourage apology and reconciliation AND then give them instruction on how to play together in kind way (be it sharing toys, taking turns, listening to each other, etc.)

Appendix I: Classroom Management Suggestions for Teaching Preschoolers CLASSROOM EXPECTATIONS: Classroom Learning Expectations

Reasonable Learning Expectations

- God answers prayers to help children learn
- God answers prayers to help you teach the children well
- God answers prayers to work in the children's hearts
- Children can learn important things about God
- Children can know God and desire to please Him
- Children learn best when doing a variety of activities within a familiar structure
- Children can learn best when first given a model or example
- Children learn best when you give them clear instructions
- Children learn best with review and reinforcement
- Children can participate cheerfully

Unreasonable Learning Expectations

- You can teach well without preparing in advance
- You can teach well without asking for God's wisdom and grace
- You will teach without mistakes
- The best teaching is only about transferring information and not about heart or behavior issues
- Children can sit still as long as adults
- Children do not need to move
- Children learn well in a lecture format
- Children enjoy all activities the same amount
- All children will have equal ease or difficulty in doing activities
- Children of all ages will be able do the same things and act the same way
- Children will know what to do without your clearly communicated instructions
- Giving directions once will be enough for the children to know what to do You only need to teach a child something once for them to know it, understand it and remember it
- Children learn best with review and reinforcement
- Children can participate cheerfully
- You only need to teach a child something once for them to know it, understand it and remember it

NOTE: All these behaviors will only come with lots of coaching and prompts within each session! Be patient and consistent!

TWO YEAR OLDS

Introducing these classroom behaviors:

- Sitting (ok, really just basically staying) on carpet squares during circle time activities about 5 to 7 minutes
- Learning to share comments and toys
- Learning to take turns
- Listening to the teacher
- Obeying the teacher

THREE YEAR OLDS

Working towards a pattern of these classroom behaviors:

- Listening to the teacher
- Obeying the teacher
- Sitting (staying) on carpet squares during circle time activities about 7 to 10 minutes
- Sharing comments and toys
- Introducing raising hands to make comments and answer questions
- Taking turns

FOUR/FIVE YEAR OLDS

These classroom behaviors fairly well established

- Listening to the teacher
- Obeying the teacher
- Sitting (staying) on carpet squares during circle time activities about 10 to 13 minutes
- Sharing comments and toys
- Raising hands to make comments and answer questions
- Taking turns

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **Responses to Behavior Issues**

1. Give the "Look"

- This can take place without stopping the class
- At this point, it may be helpful for a co-teacher to position themselves near the child
- The "look" becomes more effective as children get older and become more perceptive to body language. Some preschoolers will not be attuned to the "look" and so be patient with them if they miss the non-verbal clue you're trying to give them.

2. Give a Warning

- Stop teaching and give warning for specific behavior
- Alternatively, a co-teacher can give a warning for specific behavior while the lead teacher is teaching

3. Have a Private Conference

- For 2 and 3 year olds, explain to the child why you wanted to talk to them. Explain your expectation & follow the other points below.
- For 4 years and up, you can ask child if they can tell you why you have called them aside. Ask the child if they can explain what it is about their behavior that is unacceptable
- Tell child what you expect
- Give the child a warning of what their consequence will be if the repeat the same behavior
- Briefly pray with the child/ren involved before returning to the group
- Foster reconciliation with others involved
- Praise child for changes in behavior you see
- Speak to parents at end of class if behavior is a pattern

4. Remove from Activity

- Give them some "time out" to cool off and consider behavior (5 minutes is an appropriate time out)
- Remind the child of expectations before they can continue to participate in the activity
- You may need to ask the hall monitor to step into your class while you remove the child
- Speak to parents at pickup time

5. Call for the Parents to remove child from class immediately

- Call for the hall monitor to get the child's parent(s)
- Have another teacher or the hall monitor step into your class while you speak to the parents
- Tell the parents what behavior you expect, what steps you took to correct it, and what the child's response has been
- Call Deepak Reju, Jennilee Miller, or a Deacon of Children's Ministry if you need help

6. Communicating with Parents

- Speak to parent about notable issues or concerns (parents need to be know about and/or may have good advice)
- Speak to parents at the end of class if pattern behavior is IMPROVING!!!

7. Discuss and pray about any major issues or patterns after class

- Pray for God's wisdom for both the families and the teachers.
- Speak with a member of the Children's Ministry team about particularly troubling situations that you have questions about or that seem to not be resolving.

1. Pray for God's help, both before class and with the class...and don't forget to pray afterwards, both thanking Him for how He worked and asking Him for more help, based on what you saw that day.

2. Give Clear, Specific Expectations of Expected Behavior

- Give these at the beginning of class, or at the beginning of each section (Opening Large Group Time, Small Group Time, Closing Large Group Time)
- Tell them how you will deal with their misbehavior (for example, "If you cannot share the toys in our room with your friend, then you will need to sit in a chair and take a break from playing."

3. Do not ignore flagrant disobedience of clearly explained behavior expectations. Be willing to wait for obedience.

- Do not just plow ahead and speak over the children or ignore their behavior.
- Disobedience does typically multiplies rather than disappears when ignored
- Remind the children of behavior expected.
- Do not be afraid to stop your activity and wait until they are cooperating.

4. Prepare the children for transitions between activities with clear instructions. Many difficulties in behavior arise during transitions; partly because we do not give clearly tell children how we want them to behave.

- Tell them WHEN you want them to move
- (for example, "When I say "go" I want you to...."
- Tell them HOW you want them to move
- (for example, "When I say "go", I want you creep like a little mouse..."
- Tell them WHERE you want them to move
- (for example, "when I say "go," I want you creep like a little mouse and walk quietly and sit down on a carpet square...")
- Review with them WHAT YOU WANT THEM TO DO

Come Observe!

Especially if you have never taught the 2-5's before, we encourage you to come up and observe our classes in progress. This is a great way to see what preschoolers are like and what each of the different volunteer opportunities involves. Contact Gio Lynch about scheduling a visit.

Choosing Months to Teach

Please be careful to choose months in which you will be available all Sundays. We understand there may be times when this is not possible, but it is extremely important for continuity's sake to try to keep the same teachers in place all month. Structure and repetition is important to preschoolers.

Finding a Substitute

- The Children's Ministry Administrator and the Deacon of Children's Ministry are available to help you find a substitute.
- It is important that you choose someone who has taught in the preschool department before.
- Often times, you can get someone assigned a different month to switch a week with you. (They teach a week for you and you teach a week for them).
- Please let the rest of the team know who your substitute is. It may affect their preparations.
- Please do NOT use the unofficially CHBC Google Group to find subs!! This is an important part of our Child Protection Policy. There is a special Google Group expressly for the purpose of Children's Ministry. If you would like access, the Children's Ministry Administrator would be happy to give you access.

Preparing to Teach

- Read through your first week's curriculum before Sunday. There are sometimes things that you need to get ready and Sunday morning may be too late to get them done adequately. There may be questions you need to ask someone else regarding content, activity or supplies.
- Pray during the week for your teaching and the children's learning during the session.
- It is also extremely important that you pray as a group before the session.
- Feel free to contact the Pastor of Families or the Children's Ministry Admistrator with your questions.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers **OPPORTUNITIES TO SERVE**

Two Year Olds

2's Sunday School

SERVE: As one of four teachers for one year. The four teachers teach as teams of two, splitting up the year's worth of teaching among the two teams. This system helps prevent burn-out and has built-in substitute teachers, when needed.

TEACH: The Sunday School hour includes a brief time of teaching using a very short version of Teach, Take & Tell.

2's Sunday Morning Service

SERVE: Once a month. **TEACH:** The worship hour time is devoted solely to play time.

2's Sunday Evening Service

SERVE: Once a month. **TEACH:** The evening service time is devoted solely to play time.

Three Year Olds

3's Sunday School

SERVE: As one of four teachers for one year. The four teachers teach as teams of two, splitting up the year's worth of teaching among the two teams. This system helps prevent burn-out and has built-in substitute teachers, when needed.

TEACH: The Sunday School hour includes teaching time using Teach, Take & Tell.

3's Sunday Morning Service

SERVE: For two, non-consecutive months (such as May and October, but not May and June). This is so that volunteers do not miss too much of their own "spiritual feeding." **TEACH:** The worship hour time is a continuation of Teach, Take & Tell.

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3's Sunday Evening Service

SERVE: Once a month. **TEACH:** The evening service time is devoted solely to play time.

Appendix I: Classroom Management Suggestions for Teaching Preschoolers Four/Five Year Olds

4/5's Sunday School

SERVE: As one of four teachers for one year. The four teachers teach as teams of two, splitting up the year's worth of teaching among the two teams. This system helps prevent burn-out and has built-in substitute teachers, when needed.

TEACH: The Sunday School hour includes teaching time using Big Questions & Answers for little people.

4/5's Sunday Morning Service

SERVE: For two, non-consecutive months (such as May and October, but not May and June). This is so that volunteers do not miss too much of their own "spiritual feeding."

TEACH: The worship hour time is a continuation of Big Questions & Answers for little people.

4/5's Sunday Evening Service

SERVE: Once a month. **TEACH:** The evening service time is devoted solely to play time.

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children Classroom Management Suggestions For Teaching Elementary Age Children

Dear Teachers,

Thank you so much for volunteering to teach our children! We have developed this tip sheet to give you some ideas about how to deal with common classroom management situations. We hope that it helps both you and your students to better learn about God and to love one another.

Child Protection Issues

Key Principles

1. No one adult should be alone with one child at any time.

2. When in doubt, call a hall monitor or parent

Some Scenarios:

A boy needs to go to the bathroom

A male teacher or the hall monitor (always male) should accompany the boy and another boy of similar age to the bathroom. The adult stands outside the door and makes sure the children have washed their hands before returning to the classroom. If teacher leaves, hall monitor should be called to take place in classroom until their return.

A girl needs to go to the bathroom

A woman teacher takes the girl and another girl of similar age to the bathroom. Teacher stands outside the bathroom door and waits. Hall monitor takes teacher's place in their classroom until they return.

A child gets badly hurt, significant nosebleed, throws up, etc.

Call for hall monitor to page parents. Write up incident on an injury report sheet. Inform parents when they pick up their child.

A child gets slightly hurt (a cut requiring a band-aid)

Use the first aid kit to clean and cover any small wound. Write up incident on an injury report sheet. Inform parents when they pick up their child.

A child's parents do not show up to pick up their child within 15 minutes of the end of session

Call for hall monitor's assistance in finding the children's parents. If the hall monitor is not reachable, send one teacher to find the child's parents or contact the Children's Ministry Administrator. Make sure that there are two teachers or certified children's workers with the remaining child as he waits for his parents to collect him.

Key Principles

1. Children are Foolish by Nature

"Folly is bound up in the heart of a child," Proverbs 22:15, NIV, 1985 Therefore, we can expect foolish behavior from children in the classroom.

2. Responding to Foolish Behavior is an Important Part of Our Teaching

Since we can expect foolish behavior, we can plan how to use foolishness to train children in biblical truths we hope they will learn from our lessons. Foolish behavior fills the pages of the Bible; and it often fills the lives of our children. Why? Because foolish behavior is the outworking of foolish, sinful hearts. We enjoy good behavior from our children because it makes our jobs as teachers easier and more effective.

But, it is important to remember that our primary objective in all our teaching is to help the children learn about the Creator God, see their sinful, use their foolish behavior and our teaching as opportunities to point out their rebellious hearts, understand the consequences of their sin; and turn to Jesus as their Lord and Savior. We can use their foolish behavior and our teaching as opportunities to point out foolish behavior, its consequences and our need for a Savior. As you prepare your lesson, ask yourself: What foolish behavior do I see the people in this story exhibiting? What wise behavior? Do any of these behaviors look like the heart issues or actions of the children in my class? What questions could I ask them to help them see these issues/actions and apply them to their lives? How could I point the children to their own heart issues and their own need of a Savior through this story and the issues/actions highlighted, as well as, of course, through any foolish classroom behaviors?

3. Training and Turning of Hearts and Actions

As we address foolish behavior in our classroom, it is important to think about how we change. Any kind of training takes time, even more so the training of behaviors overflowing from sinful hearts. Since children are by nature foolish, then we need to help train them in wise behavior, encourage them to turn away from it. We need to make sure they understand how they are to act (through learning classroom rules as well as through learning biblical truths in our lessons); as well as lead them to, see their sinful hearts, ask God for forgiveness and the Holy Spirit's help to change both their hearts and their actions. We need to be praying for the children during the week to this end. How important it is that we remember that changed behavior does not necessarily mean changed hearts! Changed hearts are a work of the Holy Spirit alone! We also should pray that God would make us gentle, wise and consistent in our training of the children.

4. Train and Turn Only with Great Compassion, Gentleness and Graciousness

Behavioral problems, especially with "repeat offenders", can be very frustrating. It is very, very important that we only train and turn with compassion, gentleness and mercy. Not only can this often help a situation more quickly resolve (cf. Proverbs 15:1 "A gentle answer turns away wrath and a harsh word stirs up anger."), but when we act and speak from a heart of compassion, gentleness and graciousness, we reflect our merciful and loving Father to the children. Pray that God would fill your heart with His mercy and love as you deal with any behavior issues. Then of course there's the work that God will do in our heart and lives as we ask Him to cultivate this attitude in ourselves.

Be aware of growing frustration on your part. If you feel that you cannot speak or act towards a child with the right attitude, it would be better to leave the situation to another teacher.

5. An Ounce of Prevention is Worth a Pound of Correction

out of temptation's way

When you become familiar with the children in your classroom, you will become aware of the things that typically tempt them. You may prevent many mishaps by looking over your lesson plans and classroom for situations, objects, etc. that will tend to draw out misbehavior and adjusting them accordingly. Do you have a group of especially wiggling children? Look for ways to add in more movement. Do you have some very competitive children? Change the games to be group cooperation games rather than team vs. team. Are there things in the room that regularly distract? Find a place to put them away.

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children **working as a team**

When one teacher is leading the teaching, the other teacher(s) should be actively looking for ways to facilitate focus and learning. This includes everything from noticing if the lead teacher needs a dry erase marker and bringing it to him, hold visuals, etc. to sitting next to a wiggly child, to quietly pulling aside a child who has a behavioral issue. Whenever possible, avoid the lead teacher interrupting his teaching to deal up with these issues. It will be distracting the other students and be more embarrassing to the student who is struggling.

6. The Child that Will Not be Trained and Turned

Sometimes a child refuses to change in a particular situation. Sometimes there is a pattern of behavior and heart issues that becomes apparent. In these cases, you need to be speaking to the parents about what you observe. Usually this can be done after the session during sign-out time. In extremely rare cases, you may need to call the hall monitor to page the parents immediately. Be sensitive as to whether this is a conversation that should take place in the child's presence or not. As a guideline, one time issues may be best addressed with the child present, while patterns may be best addressed without the child. If in doubt, speak to the parents privately and they can decide whether to discuss the matter further with the child present. decide whether to discuss the matter further with the child present.

General Guidelines for Behavior Issues: Children of Visitors

How Visitors Are Different

Visitors are not familiar with the class rules and may come from non-Christian families. So much of our training and turning is based on knowledge of our families, our rules and the relationship we have with the children. Since little if any of these elements are in place with visitors, they must be treated differently. On the other hand, we do not want to let visitor's bad behavior set the tone for our class, be left unaddressed, and certainly not allow harm to either children or teachers. Sometimes this makes for a tricky balance.

- 1. Forbear as long as possible with behavioral issues of visitors
- 2. Use positive reinforcement as much and as long as possible
- 3. Try to give cues to a visiting child through a whispered comment rather than removing them for a conversation
- 4. Contact the parents through the hall monitor if the situation escalates and/or becomes unmanageable

Common Scenarios with Visitors

Lack of cooperation in the group

Give them two or three choices of things they can do, such as: sitting quietly, helping you, or taking part in the activity. Your goal to help the visitor be obedient in a comfortable way (given their new setting), while maintaining focus to stay on the group activity.

Disrespectful behavior or speech

Instead of taking the child aside, have a teacher come along side the child and whisper to them: "That sounded pretty unkind/disrespectful, etc. Please don't say that/do that, etc." If behavior persists, then give the child a warning that they will not be able to stay in the class if they keep on doing that. Call the parents via the hall monitor and page system, if situation escalates to an unmanageable distraction.

If they change behavior, praise them, especially in front of their parents at the end of the session.

In Praise Factory: Older and younger children from the same family want to stay together

Let the children stay together! Put them, if possible, in the group of the younger child. If the children visit consistently for three or four weeks, consider transitioning them to their own groups. You can do this best by speaking to the parents privately at the end of a session, asking them how their children are enjoying the program. If they are still feeling pretty new, leave them together. If they seem to be happy and settled, tell the parents that you would love the children to be with their own age group so that they can establish closer friends with the other children their age. If parents are happy for this to happen, ask them if they would speak to their children about this. If the children seem ready after this conversation with their parents, then go ahead and split them. If not, wait a few more weeks and reassess. It works best to put the older child in the younger child's group, since frequently the younger child's transition is more difficult and the older child will want to be with their age group sooner.

The Child that Will Not be Trained and Turned

Sometimes a child refuses to change in a particular situation. Sometimes there is a pattern of behavior and heart issues that becomes apparent. In these cases, you need to be speaking to the parents about what you observe. Usually this can be done after the session during sign-out time. In extremely rare cases, you may need to call the hall monitor to page the parents immediately. Be sensitive as to whether this is a conversation that should take place in the child's presence or not. As a guideline, one time issues may be best addressed with the child present, while patterns may be best addressed without the child. If in doubt, speak to the parents privately and they can decide whether to discuss the matter further with the child present.

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children Learning Expectations for Elementary School Age Children

Reasonable Learning Expectations

- God answers prayers to help children learn
- God answers prayers to help you teach the children well
- God answers prayers to work in the children's hearts
- Children can learn important things about God
- Children can know God and desire to please Him
- · Children learn best when doing a variety of activities within a familiar structure
- Children can learn best when first given a model or example
- Children learn best when you give them clear instructions
- Children learn best with review and reinforcement
- Children can participate cheerfully

Unreasonable Learning Expectations

- You can teach well without preparing in advance
- You can teach well without asking for God's wisdom and grace
- You will teach without mistakes
- The best teaching is only about transferring information and not about heart or behavior issues
- Children can sit still as long as adults
- Children do not need to move
- Children learn well in a lecture format
- · Children enjoy all activities the same amount
- · All children will have equal ease or difficulty in doing activities
- Children of all ages will be able do the same things and act the same way
- You only need to teach a child something once for them to know it, understand it and remember it
- Children will know what to do without your clearly communicated instructions
- Giving directions once will be enough for the children to know what to do

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children Behavior Expectations for Elementary School Age Children

Reasonable Expectations

- God will hear and answer our prayers for help in teaching and training the children
- God will use the class time with the children to support what the parents are teaching at home Children can keep from touching and teasing each other during class
- Children can keep quiet and listen while others speak
- Children can sit, stand, move appropriately (sit up in one place: stand in place; walk, not run, to where you want them to go)
- Children can raise hand for permission to speak
- Children can obey directions, cheerfully and in a timely manner
- · Children can change their behavior when corrected
- Children can participate cheerfully
- Children can improve in behavior and obedience
- Children appreciate encouragement when you see even small improvements
- Children can learn the classroom rules and learn how to put them into practice

Unreasonable Expectations

- You will not need to pray for God's wisdom and help with the children
- You can change a child's heart by correcting his behavior
- You will be able to handle all behavior issues without the parents' aid
- Teaching the children the classroom rules will necessarily bear the fruit of good behavior
- Children will not act foolishly or willfully
- Children are not sinners
- Children will never disobey
- Children will act the same every class time
- All children have equal ease or difficulty behaving as expected
- Children will not need reminders of expected behavior
- Children will know what behavior you expect of them without your clearly communicated expectations
- Telling the children expected behavior once will be all they need to hear it
- A verbal warning is always sufficient to correct behavior

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children **Tips for Better Classroom Behavior**

Reasonable Learning Expectations

1. Pray for God's help, both before class and with the class...and don't forget to pray afterwards, both thanking Him for how He worked and asking Him for more help, based on what you saw that day.

2. Give Clear, Specific Expectations of Expected Behavior

- Give these at the beginning of class, or at the beginning of each transition point between activities.
- Tell them how you will deal with their misbehavior (for example, "If you cannot show respect during game time you will be asked to leave the group and sit on a chair to the side of the room.")
- A child should raise his/her hand and wait for the teacher to call on him/her, when they have a question or comment

3. Do not ignore flagrant disobedience of clearly explained behavior expectations.

- Be willing to wait for silence and compliance.
- Do not just plow ahead and speak over the children or ignore their behavior.
- Disobedience does typically multiplies rather than disappears when ignored
- Remind the children of behavior expected.
- Do not be afraid to stop your activity and wait until they are cooperating.

4. Prepare the children for transitions between activities with clear instructions.

Many difficulties in behavior arise during transitions, partly because we do not give clearly tell children how we want them to behave.

- Tell them WHEN you want them to move (for example, "When I say "kitty cat" I want you to...."
- **Tell them HOW you want them to move** (for example, "When I say "kitty cat", I want you to put your hands on your head and walk quietly to....")
- **Tell them WHERE you want them to move** (for example, "when I say "kitty cat," I want you to put your hands on your head and walk quietly to the other room...")
- Tell them WHAT YOU WANT THEM TO DO or NOT DO WHEN THEY GET THERE (for example, "When I say "kitty cat," I want you to put your hands on your head and walk quietly to the
- other room and sit at the craft tables. Put your hands in your laps and do not touch the snack.")
- **Review with them WHAT YOU WANT THEM TO DO before you ask them to do it** (for example, "How should you go into the other room? What should you do when you get there? etc.)

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children

Behavior Management Steps

1. Give the "Look"

- this can take place without stopping the class
- at this point, it may be helpful for a co-teacher to position themselves near the child

2. Give a Warning

- stop teaching and give warning for specific behavior
- alternatively, a co-teacher can give a warning for specific behavior while the lead teacher is teaching.

3. Have a Private Conference

- ask child why you have called them aside
- ask the child if they can explain what it is about their behavior that is unacceptable
- tell child what you expect
- ask the child if s/he can correct behavior on their own, or does s/he need your help
- briefly pray with the child/ren involved before returning to the group
- foster reconciliation with others involved
- praise child for changes in behavior you see
- speak to parents at end of class if behavior is a pattern

4. Remove from Activity

- ask child why they have been removed (follow guidelines above)
- give them some "time out" to cool off and consider behavior (5 minutes is an appropriate time out)
- remind the child of expectations before they can continue to participate in the activity
- you may need to ask the hall monitor to step into your class while you remove the child
- speak to parents at pickup time

5. Call for the Parents to remove child from class immediately

- call for the hall monitor to get the child's parent(s)
- have another teacher or the hall monitor step into your class while you speak to the parents
- tell the parents what behavior you expect, what steps you took to correct it, and what the child's response has been..
- call Deepak Reju, Jennilee Miller, or a Deacon of Children's Ministry if you need help

6. Communicating with Parents

- speak to parent about notable issues or concerns (parents need to be know about and/or may have good advice)
- speak to parents at the end of class if pattern behavior is IMPROVING!!!

7. Discuss and pray about any major issues or patterns after class

- Pray for God's wisdom for both the families and the teachers.
- Speak with a member of the Children's Ministry team about particularly troubling situations that you have questions about or that seem to not be resolving.

Children Lie Down on Carpet

- If is it quite a few children, you may want to make a general reminder about the behavior expected. This can be done in a fun way, such as: "I see a number of slouchers and loungers on the carpet today. Get up, sleepy heads! Let's see if everyone can sit straight up by the time I count to "3".
- If a child/children persist in behavior, catch the child's eye and give the look. Make a sit up gesture with your hand and when child obeys, give them a mouthed "thank you."
- If the child still persists in lying down, then it is time for a child to be taken aside for a private conversation by one of the supporting teachers, while the lead teacher keeps teaching. Based on the conversation, the child can either be allowed another chance on the carpet, or asked to sit in one of the chairs along the side.
- All of these steps, except the first general reminder, are best done by a teacher other than the teacher leading the teaching, if at all possible. This allows the rest of the teaching time to continue and is less embarrassing for the child.
- If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is
 turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior
 cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child
 from class. You will at very least need to talk to the parents when they come to pick up their child at the end
 of the session.

Children keep whispering to each other

- If is it quite a few children, you may want to make a general reminder about the behavior expected. This can be done in a light way, such as: "I hear a lot of extra noise as I am trying to talk. Let's see if we can be quiet enough to hear the children playing in the floor below us, the wind blowing in the trees, etc. "When everyone is quiet, say, "Thank you, children, for being so quiet. Now, let's continue."
- If a child/children persist in behavior, catch the child's eye and give the look. Make a "shh" gesture with your hand and when child obeys, give them a mouthed "thank you."
- If the child still persists in talking, then it is time for a child to be taken aside for a private conversation by one
 of the supporting teachers, while the lead teacher keeps teaching. Based on the conversation, the child can
 either be allowed another chance back with the group but seated next to a teacher and away from the other
 friends; be asked to sit in one of the chairs along the side, separated from the friend(s) they have been talking
 to; or, be given a 5 minute "time out" before returning to class (and then seat them next to a teacher and away
 from friends).
- If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is
 turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior
 cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child
 from class. You will at very least need to talk to the parents when they come to pick up their child at the end
 of the session.
- All of these steps, except the first general reminder, are best done by a teacher other than the teacher leading teaching, if possible. This allows the rest of the teaching time to continue and is less embarrassing for the child.

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children **Children do not want to fully participate**

- This is a tricky one! Often this behavior is seen in the oldest children who are being to feel too big to do the activity. The trouble is that their indifference quickly spreads to other children.
- If it is tiredness and an infrequent behavior, then don't worry about it. You may try to re-engage the child by asking them a pointed question or a suggestion that helps draw them back into the activity. You can ask them to help you by holding a sign or some other way.
- If this appears to be a pattern rather than just a one-off occurrence, then it may be time to speak to the child about it in a private conversation and find out what is behind their behavior. Their answer will make a difference in how you respond to the situation. If they are feeling "too big," you may want to give them a way to assist you in leading the group. Or, you may want to talk to the parents: it may be time to encourage the child to sit in the service. This is not an infrequent occurrence with the older children.
- Visitors often do not feel as comfortable to participate with a new group of children. Help them feel at ease. Do not be surprised if they do not participate as fully as the other children. As long as they do not disrupt your class, allow them to watch quietly.

Children keep blurting out answers or comments without raising hand and being called on

- Make a general reminder of behavior expected. Say something like, "I hear voices, but I'm only calling on people whose hands are raised and are waiting quietly to be called on."
- Often times this behavior shows up in excited children who still need practice in raising their hands and waiting. Sometimes, however, it is done in defiance.
- If a child/children persist in behavior, catch the child's eye and give the look. Point to your hand and mouth "Raise your hand" to the child. If they respond with a raised hand, mouth "thank you."
- If the child still persists in blurting out, position an assisting teacher near the child, who can give them gentle, quiet reminders. If you have no assistant available, such as in Small Group Time, ask the child to come sit next to you. This allows you to quietly prompt the child with less disruption to the class.
- If the behavior still persists, then it is time for a child to be taken aside for a private conversation, preferably by an assisting teacher while the lead teacher keeps teaching. Based on the conversation, the child can either be asked to have a time out for 5 minutes or so; or, allowed back in the teaching time, but seated next to a teacher.
- Unless you think this behavior is coming from defiance, show the utmost patience and encouragement. You may find it helpful to speak to the parents about the behavior, if it continues as a long-standing difficulty. It will be good information for them to know and they may have good advice for you.
- If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child from class. You will at very least need to talk to the parents when they come to pick up their child at the end of the session.

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children **Children blurt out inappropriate comments**

- Most of the time, the children are blurting out answers related to your question or story. Sometimes, though, they are inappropriate "wise cracks" or "complaints." These comments come from a very different issue than the simple need to learn to raise one's hand.
- Respond to the child's wise crack comment make before the group something like this: "Charlie, we all like to laugh, don't we? And we want to have fun. But it is never good to make fun of someone else (if the wise crack made fun of someone else) or, but as much as I hope you have fun in Praise Factory, I want you to learn. This is our teaching time. If you have a good comment, answer or question to contribute, I am happy to take it. But please keep any other remarks to yourself. Thank you." If another child has been hurt by the child's comment, it will be good for an assisting teacher to take the two children aside and help them ask forgiveness and reconcile.
- Respond to a child's vocal complaint (before the group) something like this: "Charlie, we all like to have fun
 and always do just what we want to do. I certainly hope that I hope you have fun in Praise Factory, but I want
 you to learn even more than have fun. This is our teaching time. If you have a good comment, answer or
 question to contribute, I am happy to take it. But please keep any other remarks to yourself. Thank you."
- If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child from class. You will at very least need to talk to the parents when they come to pick up their child at the end of the session.

Child raises hand to answer question and instead relates a totally unrelated incident

- Children get so excited about things! Perhaps their bodies are in your class, but it was their birthday yesterday, and they are dying for an opportunity to tell about the new bike they were given....right in the middle of your serious question about why Jesus died on the cross! This is a part of childhood that is both endearing and sometimes frustrating!
- As the child starts telling the group their unrelated exciting news, try to break in as soon as you can and say
 something like, "Charlie, it sounds like you had some really exciting things happen yesterday. I really want to
 hear them, but could we wait until the break (or some other time you can think of in the near future), when I
 can hear all about them? Thanks." Then continue with your teaching.
- If child persists in telling the story, have an assistant teacher take the child to the side and speak to them in a private conversation.

Children push each other

- Depending on where this happens, this can be very, very dangerous! All too many times, it happens on the top row of the risers or on the stairs. Even if it happens on the floor, though, it can be a small action that leads to a serious injury.
- Immediately take aside the children involved in the incident and have a private conversation with them. Help
 them reconcile any issue between them. Help them to understand what serious consequence could have
 occurred from the push. This is best done by asking the child something like, "Charlie, if Ryan had fallen down
 when you pushed him, what might have happened? Help the child/ren understand the consequences that
 could have happened from their behavior. Warn the child/ren that this behavior cannot be tolerated at all and
 that their parents will be called if it
 happens again.
- If the behavior occurred on the risers, have the child/ren sit on the floor or on a chair near a teacher for the remainder of the activity. At very least, you want to separate the children.
- If the behavior occurs again during the same session, call the hall monitor to send for the parents.
- While the taking aside of the children is best done by a teacher other than the teacher leading the teaching, it is such a potentially dangerous action, that it is worth making a point of this conduct with the whole class.

Appendix J: Classroom Management Suggestions for Teaching Elementary School Age Children

Appendix K: Using **Praise Factory** Resources with Other Curriculums

Appendix K: Using Praise Factory Resources with Other Curriculums

Praise Factory Resources: Tools for Your Curriculum Tool Box

Pirates, Welcome!

While obviously the Praise Factory resources were originally intended for use in the curriculums I've written, this is far from the only way to use them. Most of them can be used alongside other curriculums...and that pleases me to no end. The point is reaching the hearts and minds of children, not the name of the curriculum. I would like to introduce you to a few favorites of mine that are easily adaptable and enriching, in hopes that they might do this very thing.

ACTS Prayer

ACTS is an acronym that stands for Adoration, Confession, Thanksgiving and Supplication-- four, key elements of prayer. All three of the Praise Factory curriculums help the children think about prayer using this acronym. Why? Because so often children (and quite frankly, most adults), tend to gravitate towards the vending machine "gimme" mentality in their prayers. They are quite good at asking God for what they want, but not so good and praising Him for who He is, understanding the extent of their sin and confessing it to God, nor remembering to thank Him for the abundant blessings and answers to prayers He has given to us already. (Even as I write this, I felt so convicted about my morning's fairly vending-machine-like prayer that I stopped writing and went to pray in all these ways!)

The ACTS prayer can be applied to any Bible story, Bible verse and therefore is extremely easy to add to the lesson in any curriculum, let alone be a great way for families to have a meaty, yet simple devotional time. Although you can just give the kids an ACTS from whatever Bible truth or verses you are studying, we find that it is best if you encourage them to come up with their own. With the youngest children, this may be only choosing one or two elements, such as Thanksgiving and Supplication, with you filling in the rest. But as they get older, you can encourage them to find all four elements.

Only one word of warning: please do not let the children think this is the only way to pray. Remind them that this is just a way to help them pray. God does not only accept prayers in this format!

Songs and Sign Language

We have found that the children learn and retain the Bible verses so much better when they sing them. The Praise Factory curriculum includes about 150 Bible verse, all set to song. The sheet music and audio are downloadable from the website or you can order hard-copies. Currently they are available only in groups by units. If you download the CD lists of songs, you can find the Bible verses you are using in your own curriculum and use these songs to complement what you are teaching.

The Praise Factory Investigators CDs include all the music that is used in all three curriculums. There are sign language sheets for each of the PFI Bible verse songs, so you can include actions to go along with the words. There is also sign language for the 50+ hymns used in the curriculum, too.

We are working towards putting all the songs on the website by book of the Bible, too, for easy access for people just wanting to use the music in other ways than with the Praise Factory curriculum.

There is are songbooks with lyrics and lead sheets for each of the three currciulums available on the website, too.

The Games

Perhaps the most popular source of pirating of resources from the Praise Factory curriculums are the games. I have written the games so that they can be used to review any Bible story, Bible truth or Bible verse. There are two sets: one set for the preschoolers (used in Hide'n' Seek Kids and Deep Down Detectives) and one set for the elementary school age children (PFI).

If you have a curriculum with not enough wiggle built into it; or, perhaps, lots of wiggle, but no content built into it. (Not a conduit of truth, just an energy-buster), then you may find these games a welcome resource.

Appendix K: Using Praise Factory Resources with Other Curriculums Here is a little guide to which type of game can be adapted for what use in other curriculums and how.

PRESCHOOL GAMES

Story Review Games:

All of these games make use of our story board figures. If you have a set of Betty Lukens storyboard figures, you can select characters and use them for any Bible story you have in mind.

Bible Verse Games:

No adaptations needed.

Music, Movement and Memory:

These games reinforce the truths in song. All you need is to pick a song of your choice that fits in with your lesson and you are good to go.

ELEMENTARY SCHOOL GAMES

Story Review Games:

No adaptions needed.

Bible Truth Games:

These games are used to reinforce the Bible Truth being learned in PFI, but can easily be used as a story game or reinforce other truths you are teaching.

Bible Verse Games:

No adaptations needed.

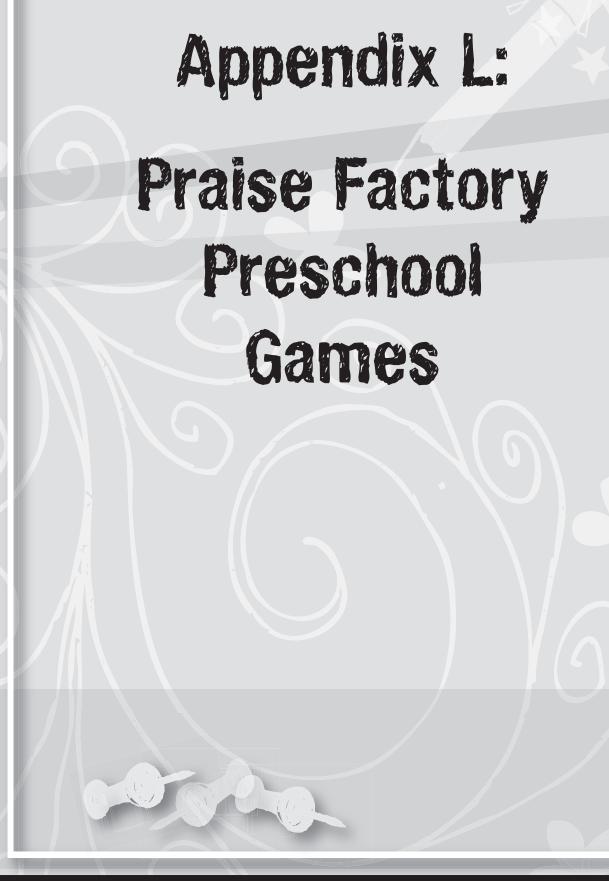
Music Games

These games are used to reinforce the Bible verse song or hymn the children are learning. They all incorporate sign language. If you are doing one of the Bible verse songs or hymns we use in PFI, then you only need to print out the sign language for that particular song and you are all set. If, however, you are doing an entirely different song, the entire, comprehensive Sign Language Dictionary we built for use in PFI is available online. It is huge, but you will almost certainly find the sign language you need for your own songs.

VIPP Games

VIPP stands for Very Important Prayer Person. We have identified six categories of VIPP at our church: Church Staff, Elders, Deacons, Missionaries, Special Volunteers and just plain ole Church Members. A teacher gathers information about the VIPP ahead of time and gives the children "Clue Card" coloring sheets that they use to fill in the information they learn and can take home to keep on praying for the VIPP. The VIPP games use a set (or sometimes two sets) of these coloring sheets to help the children review what they have learned. See pp.324-333 for what the VIPP Clue Card coloring sheets look like.

The preschool and elementary school games are all included in the next, two appendices of this book. They are also all online for easy print out.



Master Supplies List for All Preschool Games

Our preschool curriculums uses many games. The good news is, they are simply made and they are re-used throughout the whole curriculum. Make sure you save the games you make and it will save you a lot of time later.

This is the full list of the games and the supplies needed in the preschool curriculums. I **would highly suggest you do this!** Get the prep work over with at the beginning and coast your way through years of enjoyment! Store them in ziploc bags or baskets and pull them out when needed. So simple!

Bible Verse Games

Lily Pad Jump

- Cube-shaped cardboard box,
- paper,
- glue,
- marker

Animal Cube

- Cube-shaped cardboard box,
- paper,
- glue,
- marker

Simon Says How

- Cube-shaped Cardboard box
- Paper, glue, and a marker

Bean Bag Catch

- 1 bean bag per every 2 children (or every child)
- NOTE: Can also fill socks with beans and tie open end to make beanbags.

Slap, Clap and Stack

• 10 or 12 Blocks or other stackable objects

Freeze 'n' Say

Music and CD/Tape player

Fill 'er Up

- 1 bean bag per child
- NOTE: Can also fill socks with beans and tie open end to make beanbags.
- Cardboard box or laundry basket
- Carpet squares, 1 per child

Loud and Soft, Big and Little

• none

Bible Verse Games

Roll 'n' Toss

- Cube-shaped Cardboard box
- Paper, glue, and a marker
- 1 bouncy ball per 2 children

Duck, Duck, Goose

none

Detective Mission Madness Practice

 Detective Gear, such as a trench coat, sunglasses, and a hat

Block Clapping

2 wooden blocks per child, preferably about 3"x
 2", as found in many children's block sets

Meet, Greet, and Keep It Up

- 16 oz cups, 1 per child (with some extras)
- 2 pieces of rope as long as a line of children
- Masking tape

Master Supplies List for All Preschool Games, continued

Music, Movement & Memory

Thumping Drums

- 1 Oatmeal container/coffee can with lid per drum.
- Tape
- Popcorn, rice, beans, etc.
- Wooden spoons, dowels, unsharpened pencils, if desired, for mallets

Say, Spring Up and Shout

• Bean bags, one per child

Freeze Frame

• Some kind of fun hat or clothing for the leader to wear

Egg Shakers

- Empty Easter eggs
- Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc.
- Glue and glue gun OR strong packing tape

Jingle Bell Hands

- 16" piece of sturdy string
- 4 or 5 jingle bells, available in most craft shops

Sing, Dance, and Fall Down

Optional: Bean bags, one per child

Big Voice, Little Voice

• none

Bottle Shakers

- 1 empty 16 oz. soda bottle per shaker
- Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc.
- Glue and glue gun OR strong packing tape

March 'n' Say

• Optional: A fun hat for the leader of the march, or for everyone in the march

Clap, Tap and Say

• none

Lullabies, Bells and Lions

Bell

Music, Movement & Memory

Musical Squares

Carpet Squares, enough for all of the children (or chairs)

Block Clappers

2 wooden blocks per child, preferably about 3"x
 2", as found in many children's block sets

Master Supplies List for All Preschool Games, continued

Story Review Games

Going Fishing

- One long wooden dowel, yardstick, etc. per fishing pole
- Yarn
- Paper clip per fishing pole
- Rope
- Two chairs
- Blanket
- Box/bucket/container
- Bucket

Pony Express

- Small manila envelopes, one per flannel graph figure
- Kid's small backpack or a tote bag with a strap
- Basket
- Cowboy hat
- Stick horse or a broom

Fix Up the Mix Up

• None

Can You Remember?

Index cards

Detectives Clue Hunt

- Variety of interesting items that have one or more places to hide a storyboard picture
- Detective Hat
- 4 False Clues (included on the next page)
- CD Player and Deep Down Detectives Theme
 Song

Clothespin Line Up and Drop

- Rope
- Clothespins, the hinged type
- Shoe box
- Tape

Who's in the Basket?

- Blanket
- Basket

Run to the Grocery Store

- Grocery bag or kid's grocery cart
- Empty food cartons

Story Review Games

Treasure Hunt

- 10 small lidded plastic containers or boxes (like from a jewelry store) or wooden, hinged boxes from a craft store
- Various decorating supplies, such as fake craft jewels, glitter, glitter glue, foil paper, gold spray paint
- glue

Take Me Through the Tunnel

- Chairs or Table
- Sheet or blanket
- Box

Missing in Action

None

Who's Inside?

• 10 different containers with lids

Look Who's Coming Down the Tracks

- Two shoe boxes
- 6' or so of rope
- Optional: Engineer's hat

intake or Response activity to learn Bible verse

Duck, Duck, Goose

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional)

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

- 1. Have the children sit in a circle, cross-legged on the floor.
- 2. Choose a child to be "It". It" will walk around behind the seated children, tapping each one on the head, the whole group recites the verse, saying one word for each head tap.
- 3. The child whose head is the last one to be tapped must get up and chase "It", hoping to tag "It" before "It" can get around the circle and sit down in the open spot in the circle.
- 4. If the child does tag "It" then he may take his place in the circle. If not, then the new child is "It." If desired, you can also ask them a question about the verse before repeating. See the Deep Down Discussion Sheet for possible questions.
- 5. Repeat as frequently as desired.

intake or Response activity to learn Bible verse

Slap, Clap and Stack

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) 10 or 12 Blocks or other stackable objects

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

- 1. Tell the children that they are going to learn the verse while working together to make the largest stack of blocks/objects they can. After each time they say the verse, a child gets to pick out an object to put on the tower. Teacher will help them balance it in place.
- 2. Have everyone sit down in a circle around the stacking area. Say the verse together. If desired, you can add a motion the children do each time they say the verse, such as clap, stomp feet, etc. This will add movement to this game. Choose a child to pick out an object. Help the child put it in place.
- 3. Continue adding objects/blocks until all objects are used up or the tower falls down.
- 4. Repeat as desired. If desired, you can also ask them a question about the verse after every turn or every few turns. See the Deep Down Discussion Sheet for possible questions.

intake or Response activity to learn Bible verse

Simon Says How

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) Cube-shaped Cardboard box Paper, glue, and a marker Die Number and Action Chart (see below)

Preparation

Make a die out of the cardboard box as follows:

1. Cut the paper into the size of one side of the cube. Use it as a pattern to make six pieces (one for each side of the cube)

2. Glue each piece of paper onto each side of the cube.

3. Write the numbers 1-6 on the each side of the cube like a die.

4. Make a sign as follows:

1 = Head2 = Feet3 = Hands4 = Hands and Feet5 = Laying Down6 = Eyes Closed

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

1. Have the children spread out facing the leader.

- 2. Tell the children that they are going to play "Simon Says How", a game in which everyone will take turns making up different actions that they will do while saying the verse.
- 3. Explain that "Simon" will roll the die and make up actions that use the parts of the body that correspond to the number on the chart. Everyone else will then recite the verse while standing still. Then challenge them to recite it again while doing the actions "Simon" made up at the same time.
- 4. Simon will then choose another person to be Simon in his place. Repeat. If desired, you can also ask them a question about the verse after every turn or every few turns. See the Deep Down Discussion Sheet for possible questions.

intake or Response activity to learn Bible verse

Roll 'n' Toss

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) Cube-shaped Cardboard box Paper, glue, and a marker 1 bouncy ball per 2 children

Preparation

- 1. Cut the paper into the size of one side of the cube. Use it as a pattern to make six pieces (one for each side of the cube)
- 2. Glue each piece of paper onto each side of the cube.
- 3. Write different actions on each side of the cube: Roll, Bounce, Overhand Toss, Close Eyes and Roll, Backwards Roll (through legs), Underhand Toss.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

1. Have the children spread out facing the leader.

- 1. Tell the children they will be throwing a ball to a partner in the different ways you have written on the cube (show them the cube).
- 2. Have the children stand in two long lines, with their partners facing each other about 9-12' apart (whatever seems to be a good tossing/rolling distance for your children).
- 3. Give out the ball to each person in one of the long lines. (Partners will not have one.)
- 4. Practice each of the different ball actions, then begin the game.
- 5. Have everyone say the verse together. Toss the cube and tell everyone what the motion will be. At your signal, have one partner roll, toss, etc. the ball to the other. After all the partners have received the balls and everyone is back in line. Have everyone say the verse together, then toss the cube again. If desired, you can also ask them a question about the verse after every few rolls. See the Deep Down Discussion Sheet for possible questions.

Appendix L: Praise Factory Preschool Games

BIBLE VERSE GAMES

intake or Response activity to learn Bible verse

Block Clapping

Materials

Bible Verse sign from the curriculum

Deep Down Discussion Questions (optional)

2 wooden blocks per child, preferably about 3"x 2", as found in many children's block sets

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

- 1. Show the children the clapping blocks and tell them: "We are going to use our Bible verse to play a game. But first, we need to practice saying the verse." (Practice saying it a couple of times).
- 2. Hand out the clapping blocks and let the children clap them a while (without saying the verse), then quiet them.
- 3. Then tell them, "OK, let's try saying our verse and block clapping at the same time!" Lead the children in reciting the verse and clapping with each word. Or, you can have the children clap the blocks together a certain number of times, then say the verse after the last clap. If desired, you can also ask them a question about the verse before repeating. See the Deep Down Discussion Sheet for possible questions.

4. Repeat as frequently as desired.

intake or Response activity to learn Bible verse

Meet, Greet and Keep It Up

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) 16 oz. cups, 1 per child (with some extras) 2 pieces of rope as long as a line of children Masking tape

Preparation

1. Line up the 2 pieces of rope about 6' apart.

2. Put down a piece of masking tape the same length as the ropes, running parallel to the ropes midway between the 2 ropes.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

- 1. Split the children into partners. Have them stand in two long lines, with their partners facing each other about 6' apart.
- 2. Tell the children they will be meeting and greeting their partners with a handshake at the masking tape in the middle, then turning around and going back to their place along the rope. Have them practice this.
- 3. Now tell them, that they will also be balancing a cup on their head while they do this.
- 4. Give out a cup to everyone. Have them practice balancing the cup on their heads.
- 5. Now play the game. Have everyone say the verse together. Then have them put the cups on their heads. At your signal, have them walk to the middle, greet their partner with a handshake, turn around and go back—trying to keep the cup balanced on their head the whole time. (There is no penalty for cups falling off.)
- 6. Have everyone settle back in place in the line, with the cups off their heads. Say the verse together again, put the cups back on their heads, then walk to greet partner again, etc.
- 7. You can move the ropes back gradually so the children can try to do it from further and further apart.
- 8. If desired, you can also ask them a question about the verse after every few turns. See the Deep Down Detective Discussion Sheet for possible questions.

intake or Response activity to learn Bible verse

Bean Bag Catch

Materials

Bible Verse sign from the curriculumDeep Down Discussion Questions (optional)1 bean bag per every 2 children (or every child)NOTE: Can also fill socks with beans and tie open end to make beanbags.

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

1. Pair the children with a partner.

- 2. Have the children stand in two long lines, with their partners facing each other at arm's length apart.
- 3. Give out a bean bag to each person in one of the long lines. (Partners will not have one.) Have everyone say the verse together, then throw the bean bag to their partners, trying to catch the bean bag. (NOTE: no one is "out" if they don't catch it.)
- 4. Have both lines of children take a step back.
- 5. Say the verse altogether again, then throw the bean bags again.
- 6. Repeat as frequently as desired. If desired, you can also ask them a question about the verse after every turn or every few turns. See the Deep Down Discussion Sheet for possible questions.

intake or Response activity to learn Bible verse

Animal Cube

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) Cube-shaped cardboard box Paper, glue, and a marker

Preparation

1. Cut the paper into the size of one side of the cube. Use it as a pattern to make six pieces (one for each side of the cube) Draw a simple animal picture on each piece of paper. Possibilities would be: rabbit, monkey, elephant, bird, fish, and a horse. Glue each picture onto each side of the cube.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

- 1. Tell the children they will be playing a game in which they must move like six different animals. Have them practice the movements for each of the animals on your cube. (Rabbit: leaping; monkey: scratching under arms and saying "ooh-ooh, ahh-ahh"; Elephant: swinging arms like a trunk and making trumpet sound; Bird: flapping arms like wings; Fish: palms together, weaving them in a serpentine action, saying "blub-blub"; horse: galloping/prancing and neighing).
- 2. Show the children the cube with the animal pictures on it, just like the ones they've practiced. Tell them that you will roll the dice and everyone (at your signal) will begin making the movement for that animal. Tell them that they must stop in place and be very quiet when they hear a certain noise (such as a whistle, a bell ring, clap, etc.). Tell them that you will be watching them. And that children who are very good at listening and stopping when you say so will get a chance to toss the cube for everyone. Practice tossing the cube, making the movements and stopping with the children.
- 3. Now it's time to play the whole game. Choose a child to roll the cube and say which animal is picked and what action they will do for the animal. Have everyone say the verse, then at your cue, let the children act out the animal until you tell them to stop (a bell or whistle can be used to give the start and stop signals).
- 4. Choose another child and repeat. If desired, you can also ask them a question about the verse after every turn or every few turns. See the Deep Down Discussion Sheet for possible questions.

Other Option: If children get really good at this, you can challenge them by saying the verse while they make the movement.

intake or Response activity to learn Bible verse

Fill 'er Up

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) 1 Bean bag per child NOTE: Can also fill socks with beans and tie open end to make beanbags. Cardboard box or laundry basket Carpet squares, 1 per child

Preparation

1. Put box/basket in a central location.

2. Place carpet squares equidistant about 2' from center box/basket. These will be for the children to sit on.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

1. Have the children stand on a carpet square.

- 2. Tell them that they will be saying the verse, then—on your signal—they will trying to throw as many of their bean bags as they can into the box/basket target in the middle.
- 3. As they get good at throwing their bean bags in, have the children move back their carpet squares.
- 4. Repeat verse before toss. If desired, you can also ask them a question about the verse after every few tosses. See the Deep Down Discussion Sheet for possible questions.

intake or Response activity to learn Bible verse

Loud and Soft, Big and Little

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional)

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

Playing the Game

1. Tell the children: "Let's practice our Bible verse with a game."

- 2. "First let's say our verse together," (say it a couple times).
- 3. "Now let's see how quietly we can whisper it! Can you say it quietly like I am?" Have everyone follow your voice as it gets quiet, then loud, then medium, etc. Quiet them, then repeat. If desired, you can also ask them a question about the verse after they repeat the verse a few times. See the Deep Down Discussion Sheet for possible questions.

NOTE: You may find it easier for the children to follow getting louder and softer by lowering your hands when you are getting quieter and then raising your hands when you are getting louder.

intake or Response activity to learn Bible verse

Lily Pad Jump

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) Cube-shaped cardboard box, paper, glue, marker

Preparation

Make a die out of the cardboard box as follows:

- 1. Cut the paper into the size of one side of the cube.
- 2. Use it as a pattern to make six pieces (one for each side of the cube).
- 3. Glue each piece of paper onto each side of the cube.
- 4. Write the numbers 1-6 on the each side of the cube like a die.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

- 1. Tell children that they will be froggies, leaping from lily pad to lily pad. Everyone will say the verse together, then you (or a very good, well-behaved listening "froggie") will roll the die and see how many leaps all the froggies will make before them stop.
- 2. Have them practice leaping. Warn them to watch out for their other froggie friends so that no one gets hurt. Practice stopping.
- Have everyone get in froggie position. Roll die and tell them how many leaps they will leap. Say the verse together. At your signal, everyone leaps as you (or you and they) count out the number of leaps together: "1, 2, 3, stop!" etc. Repeat. If desired, you can also ask them a question about the verse after every turn or every few turns. See the Deep Down Discussion Sheet for possible questions.

intake or Response activity to learn Bible verse

Deep Down Detectives Mission Madness Practice

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) Deep Down Detectives Theme Song and/or Bible verse song Detective Gear, such as a trench coat, sunglasses, and a hat

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

- 1. Tell the children that sometimes detectives have to do all sorts of things to get answers to their questions and solve the case they are working on. In this game, they will practice some detective moves.
- 2. Put on the detective costume, telling the children that you will start out the game as the Chief Detective.
- 3. As you play the Deep Down Detectives theme song, you will lead the children in practicing one of their moves, such as swimming across a deep river. . (Other possible actions would be crawling, hand over eye looking around left and right; walking backwards, shuffling, stooping, and crawling..)
- 4. When the song finishes, the children will sit down and everyone will say the verse together. If desired, you can also ask them a question about the verse. See the Deep Down Discussion Sheet for possible questions.
- 5. Choose a child to take your place as Chief Detective. Repeat activity, choosing another detective move. Play continues as time and attention span allow.

Appendix L: Praise Factory Preschool Games

BIBLE VERSE GAMES

intake or Response activity to learn Bible verse

Freeze 'n' Say

Materials

Bible Verse sign from the curriculum Deep Down Discussion Questions (optional) Music and CD/Tape player

Preparation

None.

Learning the Verse

Choose the whole verse or an appropriate length portion of the verse to learn. Read the verse slowly and explain it to them. A simple explanation is included on the back of the Bible Truth sign. Practice saying the verse with the children a few times.

- 1. Play some of the music for the children. Tell them that they will move around the room as you tell them (marching, leaping, clapping, etc.) while they hear the music. They will stop and freeze in whatever position they are in when the music stops. Practice this with them.
- 2. When they have the concept down, add saying the verse when the music stops and they are in their frozen position.
- 3. After they say the verse, then tell them how you want them to move when the music starts again. You can take their suggestions for movement ideas, too.
- 4. Start the music up again and continue. Repeat as frequently as desired. If desired, you can also ask them a question about the verse after every turn or every few turns. See the Deep Down Discussion Sheet for possible questions.

STORY REVIEW GAMES

Response activity to review the story and key concepts

Missing in Action

Materials

Bible Truth storyboard pictures and Storyboard Deep Down Discussion Questions

Preparation

1. Put all the story pictures up on the storyboard, recreating the scene from the story. .

- 1. Review the story briefly, pointing to the figures on the story board background as you go. Have the children help you, if desired.
- 2. Tell the children that someone from the story is about to go "Missing in Action" and they have to guess who it is. Have the children cover their eyes and take one figure off the board.
- 3. Have the children open their eyes and figure out who is missing.
- 4. Put the picture back on the board. Take another picture off the board, having a child choose who will go missing in action this time.
- 5. If desired, you can ask the children a question related to story each time/every few times a picture is put up, using the Deep Down Discussion Sheet.

Response activity to review the story and key concepts

Take Me Through the Tunnel

Materials

Bible Truth storyboard pictures and Storyboard Deep Down Discussion Questions Chairs or Table Sheet or blanket Box

Preparation

- 1. Construct a tunnel using the sheet draped over a table/chairs.
- 2. Put the storyboard figures in a box in the "tunnel."

- 1. Have the children take turns crawling through the tunnel, retrieving one of the pictures.
- 2. When the child comes out of the tunnel, he shows the figure to the other children from them to name.
- 3. Have the children name the character; and, if desired, answer a question (see Deep Down Discussion Sheet) about what they did in the story.
- 4. Have the child stick the picture on the storyboard, gradually recreating the scene as the game progresses.

Response activity to review the story and key concepts

Look Who's Coming Down the Tracks

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions Two shoe boxes 6' or so of rope Optional: Engineer's hat

Preparation

- 1. Make a "train" with two cars made with the two shoe boxes strung together with rope.
- 2. Poke a hole through the front short side of the shoe box that will be the back "car."
- 3. Poke a hole through the front and back short sides of the shoe box that will be the front "car."
- 4. Thread the rope through these holes, tying knots near the inside and outside of each to keep the car securely in place.

Playing the Game

- 1. Put a picture in each "car" of the train (out of the sight of the children). Say, "Look who's coming down the track!"
- 2. Hand the end of the rope to a child and have them pull it around to where the other participating children are saying "Choo! Choo! Choo! Choo!" (you can have all the children say this, just the child pulling, you and the child, etc.)
- 3. After the child pulls it to where the children are say, "Train, stop!"
- 4. Pull out the pictures, show them to the children and ask, "Who's on our train?"
- 5. If desired, you can ask the children a question related to the picture/story, from the Hide 'n' Seek Kids/Deep Down Detectives Discussion Sheet.

Tip: For more fun, have a train engineer's hat for the child pulling the train to wear.

Response activity to review the story and key concepts

Treasure Hunt

Materials

Bible Truth storyboard pictures

Deep Down Discussion Questions

10 small lidded plastic containers or boxes (like from a jewelry store) or wooden, hinged boxes from a craft store Various decorating supplies, such as fake craft jewels, glitter, glitter glue, foil paper, gold spray paint glue

Preparation

Before playing the game, you will need to make your treasure boxes:

- 1. Collect 10 small lidded plastic containers or lidded boxes (like from a jewelry story), just large enough to put the Bible story pictures in. Alternatively, you can also purchase 10 hinged wooden boxes from a craft store. These make marvelous treasure boxes.
- 2. Decorate each container/box with the jewels, glitter, paper, gold paint, etc to give them a "treasure-y" look.

Right before Class:

1. Put a Bible story picture in each container and hide them around the room.

2. You may want to review the story and the pictures before class.

- 1. Tell the children that you are going on a treasure hunt and need their help finding all the treasure hidden around the room.
- 2. Have the children take turns finding the treasure boxes and bringing them to you.
- 3. Remove each picture as the box is found and ask the children review questions about the character from the Bible story. If desired, you can simply put each picture on the floor, table, or storyboard as it is found, then ask questions about the Bible story when you have collected them all. (See the Deep Down Discussion Sheet for possible questions.)
- 4. Remember to store your boxes after the game, keeping them for the next time you play.
- 5. Game continues as time allows or until you have retrieved and reviewed all the pictures and the story.

Response activity to review the story and key concepts

Clothespin Line Up and Drop

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions Rope Clothespins, the hinged type Shoe box Tape

Preparation

- 1. Attach a spring-type clothespin to some of the laminated storyboard pictures and put them in a shoe box with the lid taped on one side like a hinge and with a hole in the top.
- 2. Hang up a short rope (in an out-of-traffic-flow location) between two chairs.

Playing the Game

1. Open the shoe box and say, "It's time to say hello to our story friends!"

- 2. Pull the pictures out one at a time, saying "Hello, so-and-so, each time you pick up a picture and clip them to the rope.
- 3. When all are pinned up say, "It's time to say goodbye to so-and-so." Can you find so-and-so?" Then have the child point out the right figure on the clothesline, take it off the rope, reattaching the clothespin and handing it to the child. If desired, you may also want to ask the children a question about the picture/the story as the picture is identified, using the Deep Down Discussion Sheet for suggestions.
- 4. Have a container/bucket/shoe box and say, "Say, goodbye!" letting the child drop the clothespin in the bucket and put the picture through the slot in the shoe box.

Response activity to review the story and key concepts

Can You Remember?

Materials

2 sets of Bible Truth storyboard pictures (Simply photo copy a second black & white set from the originials) Deep Down Discussion Questions Index Cards

Preparation

- 1. Attach the storyboard pictures to index cards, making sure that the pictures are completely covered by the cards.
- 2. Scramble the order of pictures and set face down on the floor or table.

- 1. Have the children take turns trying to make matches by choosing and turning over two pictures at a time.
- 2. If the pictures match, they are removed from the floor and one is placed on the storyboard. Have the children identify the pictures as they are added to the board. If they do not match, they are turned over face down again and someone else gets to try.
- 3. If desired, you may also want to ask the children a question about the picture/the story as a match is made, using the Deep Down Discussion Sheet for suggestions.
- 4. Continue until all the matches are made and all pictures are up on the storyboard, recreating the story picture.

Response activity to review the story and key concepts

Run to the Grocery Store

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions Grocery bag or kid's grocery cart Empty food cartons

Preparation

1. Put a clue inside each food container.

- 2. Set out the containers on a table or shelf at one end of the room.
- 3. Set up the story board at the other end, with the shopping cart or bag.

- 1. Have the children assemble near the storyboard.
- 2. Have them take turns pushing the grocery cart/carrying the grocery bag to the other end of the room and choosing a food item. If desired, tell the children which food item you want them to pick out each time.
- 3. When the child returns with the food, have them open the container and pull out the picture. If desired, you may also want to ask the children a question about the picture/the story as the picture is identified, using the Deep Down Discussion Sheet for suggestions.
- 4. Ask the class what the picture is, then add it to the story board, gradually reproducing the story.

Response activity to review the story and key concepts

Deep Down Detective Clue Hunt

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions Variety of interesting items that have one or more places to hide a storyboard picture Detective Hat 4 False Clues (included on the next page) CD Player and Deep Down Detectives Theme Song

Preparation

- 1. Collect a variety of interesting items, that some way to hide a picture, such as an old box with a lid, wallet, purse, clothing with pockets, a book, etc. If your items have MORE than one place to hide things, that is even better.
- 2. Cut out/Print out the false clue pictures included with the game.
- 3. Hide each story picture inside one of the items.
- 4. Set out the items for the children to see, telling them that each of them have an important clue in them. Most of them are from the story, but a few are not. Tell them that it is the job of the Deep Down Detectives to find the hidden clues and decide if they belong in the story or not.

- Have the children line up. Play the Deep Down Detectives Theme Song and lead the children in marching around the room and then back to their places to sit down as it ends. (This is merely an energy-release tactic). Have the children take turns choosing an item, finding the clue you have hidden within it. Have the child/the class decide if the clue belongs in the story or not. If it belongs in the story, have them tell how, or, you could ask the children a question about the picture, using the Deep Down Discussion Sheet for suggestions.
- 2. Continue until all the clues have been found.
- 3. If desired, you can have the child who will choose the next clue to lead the class in marching to the theme song before they choose their clue.

Response activity to review the story and key concepts

Who's in the Basket?

Materials

Bible Truth storyboard pictures Deep Down Detectives Discussion Questions Blanket Basket

Preparation

None.

Playing the Game

1. Hide one of the pictures in the basket and cover it up with the blanket.

- 2. Ask the children: "Who's in the basket? Would you like to look?" Choose a child to take off the blanket and pull out the picture to show the rest of the children. Say: "Look! It's ------" The children or you or you and the children can answer with who it is. For more fun, have a little song like "Pop! Goes the Weasel" you hum each time before the child pulls the blanket off Or, just count "1, 2, 3, GO!" and pull the blanket off quickly. If desired, you may also want to ask the children a question about the picture/the story as the picture is identified, using the Hide 'n' Seek Kids/Deep Down Detectives Discussion Sheet for suggestions.
- 3. Repeat as frequently as desired.

Response activity to review the story and key concepts

Going Fishing

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions One long wooden dowel, yardstick, etc. per fishing pole Yarn Paper clip per fishing pole Rope Two chairs Blanket Box/bucket/container Bucket

Preparation

- 1. Make fishing poles out of long wooden dowels, yardsticks, etc with a piece of yarn for fishing line and a paper clip for a hook.
- 2. Attach a picture to the end of each pole.
- 3. Tie a rope between two chairs and drape a piece of cloth or a blanket over the rope. Lay the poles against the blanket so that the tips and the fishing line drape over the other side and drop down into a bucket/box on the other side.
- 4. Place other bucket on the side the children and the ends of the fishing rods are. This will be the "holding tank" for the fish when they are caught.

Playing the Game

1. Ask the children, "Would you like to go fishing in my pond today?"

- 2. "Let's see what you'll catch." The child chooses one of the poles, pulls it up and see what's on the end.
- 3. Say "Looks like you've caught a big one! Pull it out!"
- 4. As the child pulls up the fishing rod and reveals what is on the end, ask the children, "Who did you catch?" If desired, you may also want to ask the children a question about the picture/the story as each "fish" is caught, using the Deep Down Discussion Sheet for suggestions.
- 5. Have the child put the "fish" in the holding tank.
- 6. If desired, when all the fish are caught, take them out of the holding tank and review the "catch of the day."

Response activity to review the story and key concepts

Pony Express

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions Small manila envelopes, one per flannel graph figure Kid's small backpack or a tote bag with a strap Basket Cowboy hat Stick horse or a broom

Preparation

1. Tell the children that long ago cowboys used to pick up the mail, put it in their bags and ride it fast from town to town on their horses. This was called the Pony Express. Today, they will practice riding for the Pony Express and bring the mail back to the class.

Playing the Game

1. Show the children how to ride the stick horse down to the other end, pick up a piece of mail from the basket, put it in their bag, then ride it back to the class. Take the envelope out of the bag and open it, showing them the picture inside. Ask the children who/what the picture is and then put it on the storyboard. If desired, you may also want to ask the children a question about the picture/the story as the picture is identified, using the Deep Down Discussion Sheet for suggestions.

2. Have the children take turns riding the Pony Express, each time adding the new figure to the storyboard until the story is recreated on it.

Response activity to review the story and key concepts

Who's Inside?

Materials

Bible Truth storyboard pictures (and/or other objects that remind you of things from the story) Deep Down Discussion Questions 10 different containers with lids

Preparation

1. Put in various pictures/objects in each container and shut.

2. Line up all the containers or put them in a big bag, such as a trash bag.

Playing the Game

1. Have 10 different sized/colored lidded containers with shaded sides, all big enough to fit the laminated pictures or other objects from the story or concept. Have the children take turns choosing a container (from the bag) and opening it. Each time ask: "Who's inside?" Child/children/you/you and children can answer together. If desired, you may also want to ask the children a question about the picture/the story as each picture/object is identified using the Deep Down Discussion Sheet for suggestions.

2. Repeat.

Response activity to review the story and key concepts

Fix Up the Mix Up

Materials

Bible Truth storyboard pictures Deep Down Discussion Questions

Preparation

None.

Playing the Game

1. Take all the Storyboard pictures and mix them up in a pile in front of the children.

2. Tell them that the story pictures are all mixed up and you need help fixing them up again.

3. Let the children take turns picking a picture out of the pile and re-constructing the story on the storyboard. If desired, you may also want to ask the children a question about the picture/the story as each picture/object is identified using the Deep Down Discussion Sheet for suggestions.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Say, Spring Up and Shout

Materials

CD of unit music Deep Down Discussion Questions (optional) Optional: Bean bags, one per child

- 1. Tell the children: "We're going to sing our Bible verse/Big Question/other song and make a joyful noise to God, crouching down like this (Crouch down). Then at the end,we're going to spring up and shout, "Amen, I agree!"
- 2. "So first, let's sing our Bible verse/Big Question Song together as we crouch down." (Crouch down, say the verse a couple of times.)
- 3. "Now let's jump up and say, "AMEN! I agree!" After everyone springs up and says "Amen," quiet them, then repeat.
- 4. If desired, when the children get the crouching and jumping down, you might give them a bean bag to toss in the air as they spring up. Practicing tossing up in the air rather than AT others.
- 5. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Thumping Drums

Materials

CD of unit music Hide 'n' Seek Kids/Deep Down Detectives Discussion Questions (optional) 1 Oatmeal container/coffee can with lid per drum. Tape Popcorn, rice, beans, etc.

Wooden spoons, dowels, unsharpened pencils, if desired, for mallets

How to Make

- 1. Tape the lid of empty oatmeal or coffee cans in place. (If you want to make a snare drum, add popcorn, rice, etc. in the empty container before taping shut.)
- 2. Children can either tap drum with hands or you can give them 2 wooden spoons, wooden dowels or unsharpened pencils with wooden spools glue gunned to an end as mallets.

- 1. Show the children the thumping drums. Tell them. "I'm going to say God's Word and make a joyful noise to Him with these thumping drums. Come and join me!
- 2. "First, let's sing our Bible verse song/Big Question song/Praise Song/Hymn together" (say the verse a couple of times, if using it.).
- 3. "Now let's make that joyful noise to the LORD!" Hand out the drums (and mallets) and let the children beat them awhile. Quiet them, then repeat.
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Hide 'n' Seek Kids Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then thump. But, as the children get older, they may be able to sing the song(s) AND thump at the same time.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Egg Shakers

Materials

CD of unit music Deep Down Discussion Questions (optional) Empty Easter eggs Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc. Glue and glue gun OR strong packing tape

How to Make

1. Fill empty Easter eggs with different small objects such as rice, beans, pennies, buttons, popcorn, beads, small small nails or bolts, etc., then seal lid shut with glue gun or with packing tape. Different objects make different sounds. Different amounts of the same object make different sounds, too. The children will enjoy the variety.

- 1. Show the children the egg shakers and tell them, "I'm going to sing our Bible verse/Big Question/other song and make a joyful noise to God with these egg shakers. Come and join me!
- 2. "First, let's sing the Bible verse/ Big Question song together on our own (sing the song a couple of times.) Now let's make that joyful noise to the LORD!"
- 3. Hand out the egg shakers and let the children shake them a while (without singing), then quiet them.
- 4. Then tell them, "OK, let's try singing and shaking our eggs at the same time!" Lead the children in song and shaking.
- 5. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then shake. But, as the children get older, they may be able to sing the song(s) AND shake at the same time.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Freeze Frame

Materials

CD of unit music Deep Down Discussion Sheet Questions (optional) Some kind of fun hat or clothing for the leader to wear

- 1. Tell the children, "I'm going to sing God's Word and make a joyful noise to Him. But I'm going to freeze in place in between each time I sing. Come and join me! Choose one child to be the leader. Help them put on the leader hat/clothing.
- 2. Have the kids march around behind the leader, singing the song of your choice.
- 3. Have the children freeze in place when you stop the song at a random point.
- 4. When everyone is frozen, have the children tell you what the next word/phrase to the song.
- 5. If desired, you can ask the children a question related to the words or another question from the Deep Down 'Discussion Sheet after each time (or every few times) you freeze the song.
- 6. Choose another leader and play the song again, stopping on a different word from the song to highlight.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Big Voice, Little Voice

Materials

CD of unit music Deep Down Discussion Questions (optional)

What to Do

- 1. Tell the children: "I'm going to sing our Bible verse/Big Question song and make a joyful noise to Him quietly and loudly! Come and join me!"
- 2. "First let's sing our Bible verse/Big Question Song together," (sing the song a time or two)
- 3. "Now let's see how quietly we can whisper it! Can you sing it quietly like I am?" Have everyone follow your voice as it gets quiet, then loud, then medium, etc. Quiet them, then repeat.
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.

NOTE: You may find it easier for the children to follow getting louder and softer by lowering your hands when you are getting quieter and then raising your hands when you are getting louder.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Jingle Bell Hands

Materials

CD of unit music Deep Down Discussion Questions (optional) 1 6" piece of sturdy string 4 or 5 jingle bells, available in most craft shops

How to Make

1. Cut a piece of string about 6" long.

2. Thread 4 or 5 jingle bells onto string, securely tying each in place with a knot before adding the next one. Tie the ends together. Children can either wear these like a bracelet or can hold them in their hands.

- 1. Show the children the jingle hand bells and tell them, "I'm going to sing our Bible verse/Big Question/etc. song and make a joyful noise to God with these jingle hand bells. Come and join me! First, let's sing the Bible verse/ Big Question song together on our own (sing the song a couple of times.) Now let's make that joyful noise to the LORD!"
- 2. Hand out the jingle hand bells and let the children jingle them a while (without singing), then quiet them.
- 3. Then tell them, "OK, let's try singing and jingling at the same time!" Lead the children in singing and jingling.
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then jingle. But, as the children get older, they may be able to sing the song(s) AND jingle at the same time.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Bottle Shakers

Materials

CD of unit music Deep Down Discussion Questions (optional) 1 empty 16 oz. soda bottle per shaker Rice, beans, buttons, pennies, popcorn, beads, small nails or bolts, etc. Glue and glue gun OR strong packing tape

How to Make

- 1. Fill empty 16 oz.. soda bottles with different small objects such as rice, beans, pennies, buttons, popcorn, beads, small nails or bolts, etc.
- 2. Seal lid shut with glue gun or with packing tape. Different objects make different sounds. Different amounts of the same object make different sounds, too. The children will enjoy the variety.

- 1. Show the children the bottle shakers and tell them,"I'm going to sing our Bible verse/Big Question song and make a joyful noise to God with these bottle shakers. Come and join me! First, let's sing the Bible verse/ Big Question/etc. song together on our own (sing the song a couple of times.) Now let's make that joyful noise to the LORD!"
- 2. Hand out the bottle shakers and let the children shake them a while (without singing), then quiet them.
- 3. Then tell them, "OK, let's try singing and shaking at the same time!" Lead the children in song and shaking.
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then shake. But, as the children get older, they may be able to sing the song(s) AND shake at the same time.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Sing, Dance and Fall Down

Materials

CD of unit music Deep Down Discussion Questions (optional)

- 1. Tell the children: "I'm going to sing our Bible verse/Big Question/etc. song and make a joyful noise to Him with my body by dancing to some music...then falling down when it stops. Come and join me!"
- 2. "First let's sing our Bible verse/Big Question Song together." (sing the song a time or two).
- 3. "Now let's dance as we sing our song. Then fall down when we finish. Let's dance." Have everyone dance and sing the song. When you finish, say, "Everyone fall down!" Quiet the children, then repeat.
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.

Intake or response activity to learn the Big Question, Bible verse and other unit music

March 'n' Say

Materials

CD of unit music Deep Down Discussion Questions (optional) Optional: A fun hat for the leader of the march, or for everyone in the march

What to Do

1. Tell them, "I'm going to say God's Word and make a joyful noise to Him by marching. Come and join me!"

- 2. "First let's sing our Bible verse/Big Question Song together." (sing a time or two)
- 3. "Now let's march around as we sing!"
- 4. If desired, let the leader of the march (you the first time, then pick different children), wear a fun hat as he/she leads. Or, have hats for everyone to wear.
- 5. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then thump. But, as the children get older, they may be able to sing the song(s) AND thump at the same time.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Clap, Tap and Say

Materials

CD of unit music Deep Down Discussion Questions (optional)

- 1. Tell the children: "I'm going to sing our Bible verse/Big Question/etc. song and make a joyful noise to Him with my body by clapping and tapping. Come and join me!"
- 2. First let's sing our Bible verse song/Big Question song/Praise Song/Hymn together (say the verse a couple of times, if using it.)
- 3. "Now let's clap and tap! Can you do what I'm doing?" Have everyone follow your motions as you clap your hands, tap your head, hit your knees together, rub your belly, etc. for a while. Quiet them, then repeat. If desired, have different children think up different motions.
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then clap, tap, etc. But, as the children get older, they may be able to sing the song(s) AND do the motions at the same time.

Appendix L: Praise Factory Preschool Games

MUSIC, MOVEMENT AND MEMORY GAMES

Intake or response activity to learn the Big Question, Bible verse and other unit music

Block Clappers

Materials

CD of unit music Deep Down Discussion Questions (optional) 2 wooden blocks per child, preferably about 3"x 2", as found in many children's block sets

- 1. Show the children the clapping blocks . Tell them, "I'm going to say God's Word and make a joyful noise to Him with these clapping blocks. Come and join me!
- 2. First let's sing our Bible verse song/Big Question song/Praise Song/Hymn together (say the verse a couple of times, if using it.)
- 3. Now let's make that joyful noise to the LORD!" Hand out the clapping blocks and let the children clap them a while (without singing), then quiet them.
- 4. Then tell them, "OK, let's try singing and block clapping at the same time!" Lead the children in song and clapping.
- 5. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the song/say the verse.
- **NOTE:** Younger children may need to sing the Bible verse/Big Question song/etc, then clap. But, as the children get older, they may be able to sing the song(s) AND clap at the same time.

Intake or response activity to learn the Big Question, Bible verse and other unit music

Lullabies, Bells and Lions

Materials

CD of unit music Bell Deep Down Discussion Questions (optional)

- 1. Tell the children: "We're going to pretend to go to sleep as children, but wake up like an animal. Everyone sit down and let's sing our lullaby praises to God before we go to bed. When you hear the morning bell ring, you can pretend to be the animal I say until you hear the bedtime bell ring and you have to sit back down.
- 2. Ring the bell and say, "It's time for bed, it's time for bed! Sit down where you are, you sleepy heads!" Have all the children sit down in place. Then say, "Before we go to sleep, we have to sing our bedtime lullaby. Let's sing our Bible verse song/Big Question song/Praise Song/Hymn." Have the children sing the song with you, then tell them, "Shhh. Lay down! It's time for bed!"
- 3. Have all the children lay down and be very still and quiet like they are sleeping for a few minutes. Then say, "Sleeping, sleeping, look at all the sleeping children. But when the morning bell rang, they all woke up, and were lions (or whatever animal you choose) all day!"
- 3. All the children will get up and pretend to be the animal. After a few moments, ring the bell and say, "It's time for bed, it's time for bed! Sit down where you are, you sleepy heads!"
- 4. If desired, you can ask the children a question related to the verse/the songs they are singing, using the Deep Down Discussion Sheet after each time (or every few times) you sing the lullaby song.

Appendix L: Praise Factory Preschool Games

MUSIC, MOVEMENT AND MEMORY GAMES

Intake or response activity to learn the Big Question, Bible verse and other unit music

Musical Squares

Materials

CD of unit music Carpet Squares, enough for all of the children (or chairs) Deep Down Discussion Questions (optional)

What to Do

1. Set out the squares/chairs in a circle. Ask the children to sit down on their square/chair.

- 2. Tell the children, "I'm going to say/sing God's Word and make a joyful noise to Him, with a little sitting down in between each song. Come and join me! Tell the children they will march around behind the squares/chairs as you play the Big Question Song/Bible verse song/Hymn/Praise Song/etc. When the music stops, they are to sit down on the nearest square/chair.
- 3. Play the music, sing the song as the children make swimming motion with their arms to it. Stop the music and have the children sit down on the nearest square/chair.
- 3. If desired, you can ask the children a question related to the verse/the songs (or the lesson concepts) they are singing, using the Deep Down Discussion Sheet, after each time (or every few times) they sit down.

Appendix L: Praise Factory Preschool Games

Appendix M: Praise Factory Elementary School Age Games

Appendix M: Praise Factory Elementary School Age Games

Master Supplies List for all Praise Factory Investigators Games

Praise Factory Investigators uses many games. The good news is, they are simply made and they are re-used throughout the whole curriculum. Make sure you save the games you make and it will save you a lot of time later.

This is the full list of the games and the supplies needed in Praise Factory Investigators. I **would highly suggest you do this!** Get the prep work over with at the beginning and coast your way through years of enjoyment! Store them in ziploc bags or baskets and pull them out when needed. So simple!

Bible Truth Games

Beanbag Scramble

- Beanbags, enough for the all the children, minus 1
- Drum, guitar or just your hands!
- Tape
- Small bowl or bag

Storks

- Three large, but soft balls
- Tape

Silly Grand March

- CD and CD player
- Small bowl or bag

Menagerie

Small Bag/Bowl

Inspecting the Troops

Crown (if desired)

Enemy Invaders

- Index cards of two different colors (or use red and black playing cards, such as hearts
- and spades)
- String or yarn
- Two chairs
- Masking Tape

Help the Blind Man

- Blindfold
- Cane
- Bag/Bowl

Squirrel and Nut

- Marble
- Chairs

Bible Truth Games

Circle and Cross

- Beanbags, 1 per child
- Masking Tape

Rush to Safety

- Construction Paper
- CD and CD player
- Masking Tape
- Small bowl or bag

Circus Lions

- Optional funny wig, glasses, hat, etc.
- Hula hoop, etc.

Beanbag Grand March

- Small bowl or bag
- 1 Bean Bag per child
- CD and CD player

Omit! Obey!

none

Sit Ball

 Two or Three soft baseball sized balls. Or, could use beach balls

Red Light, Green Light...for Storks

Tape

Circle and Basket

- Beanbags, 1 per child
- Basket
- Masking Tape

Two baskets or boxes

Masking tape

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Master Supplies List for all Praise Factory Investigators Games

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	Bible Verse Games	Ē	<u> Bible Verse Games</u>	1	<u> Bible Verse Games</u>
	Simon Says How	Γ	Day at the Beach	Puz	zzling Wall Ball
•	A die	•	2 large pieces of paper or poster	•	Three 11.5" x 17" pieces of
•	Die Number and Action Chart (see		board		construction paper, two pieces of
	below)	•	10 or so various beach items, per		one color for each team
			team	•	Masking Tape
	Scrambled Eggs	•	(shells, sunglasses, beach balls,	•	Small Nerf Ball or other soft ball
•	Plastic Hollow Easter Eggs, 10 of one		lotion bottle, fish, sand bucket,	•	Marker
	color for each team		shovel, etc.)		
•	Pen and paper	•	Paper, marker	Ver	rse Hi-Lo
•	2 carpet squares or other base	•	1 towel (preferably beach towel)	Sor	ne long pieces of rope
	marker		per team		
				Но	op n' Holler
	Ball Circle Toss	Har	ndball	•	1 hula hoop for every 2 children
•	Foam or other soft surface ball	•	A soft-surfaced, medium sized		
			ball, such as a foam ball	Tak	ke a Step Back
	Cross the Raging River	•	Masking tape	•	1 beanbag for every 2 children
•	Two yardsticks or long pieces of rope	•	Paper and markers		
		•	Helpful, but optional: colored	Spi	der Web
	Duck, Duck, Goose		team "pennies" (jerseys) to identify	•	Ball of yarn
	• none		members of each team.		
				Но	rse Play Verse Tag
	Mr. Freezie Ball	For	ceball	•	none
•	Medium size foam or other soft	•	One kick ball or other rubber ball		
	surfaced ball, or tennis ball	•	Masking tape	Jun	np for Joy
		•	Yard stick	•	A very long rope or jump rope
	Rush to the Store				
•	2 large pieces of paper or poster	Fris	bee Toss	Pro	otectors
	board	•	1 or more Frisbees (or bean bag)	•	One paper cup for each student
•	A toy shopping cart or shopping bag	•	Masking tape	•	2 manila folders or 4 empty paper
	per team	•	marker and paper		towel tube
•	Empty food or beverage containers	•	small container	•	Masking tape
	such as milk cartons or cereal	me	mory Verse Limbo A broom or other long pole	•	Foam or other soft-surfaced balls,
	boxes—one for each word or group	•	A broom or other long pole		ideally one for every child.
	of words of the verse (no more than	Hai	and Cold Hide	Del	an air a 0 at
	10 per team)		An object to hide	Bai	ancing Act 10 or so various balance-able
•	Paper and marker Bag or jar	•	All object to filde	•	
•	Masking tape	Ral	loon Find		items, per team (erasers, plates, rulers, books,
•	Two tables		2 large pieces of paper or poster	•	shoes, etc.)
•	Two tables	-	board		Paper, marker
	Paper Boot Shuffle		Paper, pencil, permanent marker	•	2 baskets/boxes per team
	2 large pieces of paper or poster	•	Balloons, at least one per child and		2 baskets/ boxes per team
•	board		up to one per word of verse per	Bo	wling Ball Verse
•	two paper grocery bags per team		team.		10 Plastic bowling pins or empty
•	a chair per team	•	2 Baskets or garbage bags	•	2-Liter soda bottles
•	paper and marker		Masking Tape		Playground or foam ball
•	bag or jar			-	hayground of fourthour
•	masking tape	Wh	o's Got the Penny?	Wh	ich Way Did It Go?
		•	A penny or other small object	•	Coin
A	ll Dressed Up			•	Beanbag or other small object
•	Various items of clothing (shirts, hats,				
	shoes, gloves, coats, pants, dresses,				
	etc.), about 10 per team				
	•••				

Master Supplies List for all Praise Factory Investigators Games

Story Review Games

Secret Agent

- Various detective looking items (a hat, dark glasses, tie, suit, watch, etc)
- Paper and Marker
- Tape

Four Corners

- Red and Green Construction paper
- 2 rulers
- 4 Large pieces of paper and a Marker
- Masking Tape
- Four small pieces of paper
- Cup or bag
- Story Review Questions
- Optional: Team Pennies to differentiate each team

Tell the Truth Basketball

- 3 baskets
- A ball
- Paper and marker
- Masking Tape

Go Fish

- Broom stick or pole
- String
- U-shaped magnet
- Paper clips, 1 per question
- Construction paper
- Scissors
- Basket/Pail

Windsock Wallyball

- Small ball such as a tennis ball, Nerf or foam ball
- The bottom half of a pantyhose leg
- 16 sheets of variously colored construction paper
- Paper and marker
- Masking Tape

Obstacle Course Quiz

- Various materials, such as jump ropes, balls, inner tubes, carpet squares, boxes, tunnels made from chairs and bedspreads, etc. to make a simple obstacle course for each team.
- Masking Tape
- Paper/post-it notes & marker/pencil

Story Review Games String Along

- Ball of string
- Scissors
- A jar/bag big enough to fit all the string
- Masking tape
- Paper and marker

I'm Not Looking

- Beanbag or other small, soft, tossable object
- Masking Tape
- Paper and marker
- 20+ Story Review Questions and other story review questions Optional: CD player and music

Yes, No and Go

- Paper and Marker
- Таре

Sticky Pad Search

- Re-stickable scratch pad sheets
- Paper and marker

Balloon Volleyball

- 20+balloons
- small strips of paper
- pen
- Masking Tape

Spoon and Ball Relay

- Spoons, one per each team Ping-pong Balls, one per each
- team Masking Tape
- Baskets: one small one per team; plus, one large one to be shared by all teams.
- Paper and marker/pencil for writing questions and keeping score

Shoe Search and Ransom

- The children's shoes
- Masking Tape
 - Paper and marker/pencil for writing questions and keeping score

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Spin the Light

- Flashlight
- Paper and Marker

Story Review Games

The Answer's in the Tent

- Various props, objects, costumes, or even pictures from the story, enough for one idea per child at least.
- A small pup tent or blanket and chairs made into a tent
- Paper and pencil/pen to write down questions
- Jar or bag

Frisbee Toss n' Quiz

- Frisbee
- Paper and Marker
- Masking Tape

Beanbag in the Hole

- Paper and pencil
- Markers
- Beanbag
- 2' by 2' piece of cardboard
- Tape

Keep It under Your Hat

- Paper and pencil
- 5+ hats

Triple Play Baseball

- 4 carpet squares or construction paper for bases
- 3 balls of different sizes, such as a foam ball, tennis ball, and soccer ball.
- A basket or cardboard box
- Masking tape
- Paper and pencil

Index Cards

Paper and Marker

Paper and marker Masking Tape

Chair Pile Up

Tape

team

Ring Toss

rings

OR

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• A Chair for every two players

Optional: Game "Pennies" for easy

recognition for members of each

Pre-made Ring toss board and

Large piece of cardboard, popsicle

sticks, and a child's plastic bracelet

Master Supplies List for all Praise Factory Investigators Games

Story Review Games	Song and Sign Language	VIPP Games
Story Review Games Stepping Stones 10 Carpet Squares or Different Col- ored Construction Paper Paper and Marker Masking Tape Small paper bag or basket Optional: CD player and music, Game "Pennies" to differentiate the teams Basketball Toss Small basketball or other ball 3 (or 4) baskets Paper and Marker Masking Tape What's in the Box? 10-20 Various props or pictures with an association with the story Paper and Marker Large box or basket Egg Toss 3-5 Plastic Open-able Easter Egg of the same colors (that close well!) or balls of crumpled foil of the same size Small piece of construction paper	Song and Sign Language Games Word Take Away White board and marker Eraser Mimic Me! none Big Voice, Little Voice Blindfold Sign It, Say It, What Does It Mean? Bag or bowl Pass the Secret Sign Bag or bowl Blindfold	 VIPP Games Picture Run Tape Different color construction pape for each picture. Mix and Match Bag Hit the Wall 8 8.5" x 11" Manilla Envelopes Nerf Ball or other soft ball for indoor use Crabbin' Around Tape A Bag Hot and Cold Hide 8 8.5" x 11" Manilla Envelopes Blindfold Beanbag Toss In 8 Letter-sized Envelopes or folder Bean Bag(s), one per child Tape Over, Under and Throw
Paper and Marker Forceball One kick ball or other rubber ball Masking tape Yard stick		 8 8.5" x 11" Manilla Envelopes Nerf Ball or other soft ball for indoor use Box or basket big enough for the envelopes to fit in and the ball to land in.
Give These to Farmer Brown Straw hat Small Plastic Shovel, gardening glove or other farming implement, Shoe box or equivalentor play clay 20 Drinking straws 20 Scraps of Construction paper Tape Paper and Marker People Pins A ball Paper and marker 10 Safety pins Masking Tape		 Ball Roll Review Ball 8 8.5" x 11" Manilla Envelopes Tape Pen and Markers 2 Boxes Stop and Go 8 8.5" x 11" Manilla Envelopes Ball Blindfold Bag

Simon Says How

Materials

Bible verse written up in large print so that all can see A die Die Number and Action Chart (see below)

Preparing the Game

Make a sign as follows:

- 1 = Head
- 2 = Feet
- 3 = Hands
- 4 = Head and Feet
- 5 = Feet and Hands
- 6 = Whole Body

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children spread out facing the leader. Tell the children that they are going to play "Simon Says How", a game in which everyone will take turns making up different actions that they will try to do while trying to say the verse. Explain that "Simon" will roll the die and make up actions that use the parts of the body that correspond to the number on the chart. Everyone else will then recite the verse while doing the actions "Simon" made up. Simon will then choose another person to be Simon in his place.

Game continues until all children get to be Simon, or as time and attention span allow.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

Have the children choose a few of the questions from the game to ask the parents/other children during **TAKING IT TO OTHERS** time. Help pre-readers by whispering the question in their ear and letting them ask it aloud to the parents/other children. Make sure you read the Bible verse aloud before you ask your questions.

Scrambled Eggs

Materials

Bible Verse written up in large print so that all can see Plastic Hollow Easter Eggs, 10 of one color for each team Pen and paper 2 carpet squares or other base marker

Preparing the Game

1. Clearly print out the words to the verse on paper and cut it into 10+ sections. Number each section in sequence. Place each section in Easter eggs of the same color. Print out another copy of the verse, also numbered sequentially on another piece of paper. Repeat for each team.

2. Hide the eggs around the classroom. Place the two carpet squares down in opposite ends of the classroom.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children form two teams seated at their bases. Give each team a written out copy of the verse and place it on their base. Assign each team a particular color of Easter egg and tell them that pieces to the verse are hidden in eggs around the room. They are to find all their eggs, remove the verse section from the egg and put it in order. They can use the copy of the verse (and numbers on each section—especially helpful for pre- and early readers) to help them put it in order. The first team to find all the verse, put it in order and recite it as a group wins.

Game continues until all the eggs have been found or as time allows.

Non-competitive Option

Don't split the children into teams. Use any color Easter egg for the pieces of the verse. Hide them around the room. Have the children take turns finding an egg and bringing it back to the group. Have the child open the egg and read (or have you read) the word/s on the piece of paper. Stick them in place on the copy of the verse. If desired, have the children say the verse each time before each "hunt", reinforcing the verse.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Have the children choose a few of the questions from the game to ask the parents/other children during <u>TAKING IT TO OTHERS</u> time. Help pre-readers by whispering the question in their ear and letting them ask it aloud to the parents/other children. Make sure you read the Bible verse aloud before you ask your questions.

Ball Circle Toss

Materials

Bible Verse written up in large print so that all can see Foam or other soft surface ball

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

- 1. If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game.
- 2. Explain the game to them as follows:

Have the children spread out in a circle, arm's length apart. Explain that everyone together will chant the verse slowly, word by word, and toss the ball to another child with each word chanted. They want to try to chant the whole verse without dropping the ball. Speed up the pace of the chanting as the children get good at chanting and catching.

Game continues as time and attention span allow.

Alternative Game Version:

- 1. Individual chant version: After the children can get through the verse without dropping the ball and chanting the verse together, have them try to get through the entire verse with only the person throwing the ball saying the next word.
- 2. No Hands Version: Have the children sit on the floor and roll the ball to each other. They must try to trap the ball with their legs, etc. (no hands) instead of trying to catch it.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Have the children choose a few of the questions from the game to ask the parents/other children during <u>**TAKING IT TO OTHERS**</u> time. Help pre-readers by whispering the question in their ear and letting them ask it aloud to the parents/other children. Make sure you read the Bible verse aloud before you ask your questions.

Cross the Raging River

Materials

Bible verse written up in large print so that all can see Two yardsticks or long pieces of rope

Preparing the Game

Make up some questions about the verse and/or story (use the Bible verse Discussion and Story Review Discussion Questions).

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

1. If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game. 2. Explain the game to them as follows:

Have the children line up in a straight line behind the leader. Explain to them that there's a river to cross and they get to jump the bank without getting wet. Each child will say the verse and then jump across the two yardsticks/ ropes lying next to each other on the floor. After each round, the sticks/ropes will be separated by more space, making it a wider river to jump across. As the river gets wider, some children will not make it but "fall in". Explain to them that they are stuck in the river unless they can answer a question (that you make up) about the Bible verse or the story. Feel free to let a child "stuck in the river" ask another child for a "lifeline" and help them answer their question.

Game continues as time and attention span allow.

Caution: Avoid accidents by not letting the "river" get too wide.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Have the children choose a few of the questions from the game to ask the parents/other children during <u>TAKING IT TO OTHERS</u> time. Help pre-readers by whispering the question in their ear and letting them ask it aloud to the parents/other children. Make sure you read the Bible verse aloud before you ask your questions.

Duck, Duck, Goose

Materials

Bible verse written up in large print so that all can see

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children sit in a circle, cross-legged on the floor. Choose a child to be "it". "It" will walk around behind the seated children, tapping each one on the head, the whole group recites the verse, saying one word for each head tap. The child whose head is the last one to be tapped must get up and chase "It", hoping to tag "It" before "It" can get around the circle and sit down in the open spot in the circle. If the child does tag "It" then he may take his place in the circle. If not, then the new child is "It." Repeat as frequently as desired.

Game continues until all children are out; or, as time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Mr. Freezie Ball

Materials

Bible verse written up in large print so that all can see Medium size foam or other soft surfaced ball, or tennis ball

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children spread out around the leader, who will be the first Mr. Freezie. Everyone says the Bible verse together. Then, Mr. Freezie throws the ball up in the air as he calls out the name of one child. That child runs to get the ball, while everyone else spreads out. When the child gets the ball, he yells "freeze" to the other children. He then rolls the ball to gently hit another child. That child tries to say the memory verse, getting the assistance of one other person if desired. If he says it correctly, he becomes the new Mr. Freezie and will be the next to toss the ball. If not, then the child who rolled the ball remains Mr. Freezie for another turn. The person who rolled the ball would then become the new Mr. Freezie and be next to toss the ball. Class says verse together each time before Mr. Freezie says the next child's name.

Game continues as time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Rush to the Store

Materials

Bible verse written up in large print so that all can see 2 large pieces of paper or poster board A toy shopping cart or shopping bag per team Empty food or beverage containers such as milk cartons or cereal boxes—one for each word or group of words of the verse (no more than 10 per team) Paper and marker Bag or jar Masking tape Two tables

Preparing the Game

1. Make copy of the verse per team and cut it apart into as many parts as containers per team. Number this verse pieces in order and tape them to the containers.

2. Make a sign per team of the verse. If you have a lot of non- or early readers, write the verse in easy to read print, numbering each word/section that correspond to the sections on the cut-up version of the verse. If your children are all proficient readers, do not write the verse on the poster board, but simply draw lines and number them 1-10, corresponding to the 10 verse pieces.

3. Write down and cut out the numbers used on the verse pieces and put in a little bag or jar.

4. Use the masking tape to mark each team's home starting line.

5. Place each team's "groceries" in separate piles at the far end of the room with space between the two piles for the teacher to stand.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

WARNING: Limit the children to walking quickly if you have a slick floor.

Divide the children into two teams and have them line up at their home lines. Explain that the class will say the Bible verse together, then you will pick a number out of your bag. The first player of each team will rush to the store to find the grocery item with that number on it. Instead of money to pay for the grocery, a child says the memory verse to the teacher. Then they rush home with the item in their bag, this place it on their team's table of groceries. The whole class will say the verse again, the teacher will choose another number and the next two children will go find that item, etc. until all items have been purchased and retrieved. Then, the children will line up their groceries so that their verse is in the right order and say the verse together. If working with less confident readers, point out to them that they can use the sign you made and the numbers in the verse pieces as hints to help them line it up properly. The team then says the verse together. The first team to do so, wins.

Non-competitive Option

Don't split the children into teams. Have only one set of groceries. Have the children take turns retrieving the item and adding it to the class groceries on the table. Together they will work to put the verse together after collecting all the groceries.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Paper Boot Shuffle

Materials

Bible verse written up in large print so that all can see 2 large pieces of paper or poster board two paper grocery bags per team A chair per team Paper and marker Bag or jar Masking tape

Preparing the Game

1. Make copy of the verse per team and cut into 10 sections.

2. Make a sign per team of the verse. If you have a lot of non- or early readers, write the verse in easy to read print, numbering each word/section that correspond to the sections on the cut-up version of the verse. If your children are all proficient readers, do not write the verse on the poster board, but simply draw lines and number them 1-10, corresponding to the 10 verse pieces.

3. Write down and cut out the numbers used on the verse pieces and put in a little bag or jar.

4.If desired, crop the tops of the bags so they are not so tall, but more like boot height for the children.

5. Mark the start line with masking tape.

6. Place chairs with the pieces of each team's verse at the other end of the relay area.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

1. If desired, lead the children in a discussion of a <u>*FEW*</u> of the most important questions before beginning game. 2. Explain the game to them as follows:

Divide the children into two teams and have them line up at the start line. Explain that the class will say the Bible verse together, then you will pick a number out of your bag. The first person in each line will put their feet into the bags, like shoes, and shuffle up to the chair. They will then say the verse to the leader, receive a piece of the verse and return to the line. The class will say the whole verse again, the teacher will pull a new number out of the bag and then the next person on each team will then put on the "boots" and shuffle up for another piece of verse, etc. until all pieces are retrieved. The teams will then put all the pieces in verse order on their team's posterboard sign. If working with less confident readers, point out to them that they can use the sign you made and the numbers in the verse pieces as hints to help them line it up properly. After getting it in order, the team will finish by saying the verse all together. The first team to do so, wins.

Non-competitive Option

Don't split the children into teams. Have only one set of verse pieces. Have the children take turns retrieving the pieces. Together they will work to put the verse together after collecting all the pieces.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Day at the Beach

Materials

Bible verse written up in large print so that all can see 2 large pieces of paper or poster board 10 or so various beach items, per team (shells, sunglasses, beach balls, lotion bottle, fish, sand bucket, shovel, etc.) Paper, marker 1 towel (preferably beach towel) per team

Preparing the Game

1. Make copy of the verse per team and cut it apart into as many parts as many pieces as beach articles per team. Number this verse pieces in order and tape them to the beach articles.

2. Make a sign per team of the verse. If you have a lot of non- or early readers, write the verse in easy to read print, numbering each word/section that correspond to the sections on the cut-up version of the verse. If your children are all proficient readers, do not write the verse on the poster board, but simply draw lines and number them 1-10, corresponding to the 10 verse pieces.

3. Write down and cut out the numbers used on the verse pieces and put in a little bag or jar.

4. Use masking tape to mark starting line.

5. Tape the numbered verse pieces to the beach items and make a pile for each team at the far end of the relay area.

6. Place a towel at the starting line for each team.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

WARNING: Limit the children to walking quickly if you have a slick floor.

Divide the children into teams. Explain everyone will say the verse together, then you will pull out a number from your bag. The first two children in each line will rush down to the other end of the relay area with the ends of the towel in each partner's hands. The partners are to say the verse to the leader, then they are to find the beach item with the corresponding number in their beach towel for them to carefully carry back to the "beach house" (start). If they drop it, they have to go all the way back and start again. When all items have been retrieved, they are to place them in verse order. The team will then put all the pieces in verse order. If working with less confident readers, point out to them that they can use the sign you made and the numbers in the verse pieces as hints to help them line it up properly. After getting it in order, the team will finish by saying the verse all together. The first team to do so, wins.

Non-competitive Option

Don't split the children into teams. Have only one set of beach items. Have the children take turns retrieving the items in pairs and adding it to the class beach house. Together they will work to put the verse together after collecting all the beach items are collected.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

Handball

Materials

Bible verse written up in large print so that all can see A soft-surfaced, medium sized ball, such as a foam ball Masking tape

Paper and markers

Helpful, but optional: colored team "pennies" (jerseys) to identify members of each team.

Preparing the Game

1. Clearly print out the words to the verse on paper and cut it into 10+ sections. Number each section in sequence. Place each section in Easter eggs of the same color. Print out another copy of the verse, also numbered sequentially on another piece of paper. Repeat for each team.

2. Partition the floor into even sections as shown in the diagram above

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into two teams and have them put on pennies. Give each child a section and alternate players from each team. Explain to them that everyone will say the verse together, then when you say "go," they are to roll the ball out of their sections each time it rolls in until time is called. The person who has the ball in his section when time is called can win 2 points for his team if he can say the verse by himself. If he asks someone else from his team to help him, then he can earn 1 point. If he does not get it right, then someone from the other team can try to say it for 1 point.

If desired, you can have less but bigger sections and put 2 team members in each section, that way two children will work together to keep the ball out and recite the verse.

Game continues as time and attention span allow.

Non-competitive Option

Don't split the children into teams. Give the children a group target amount of points to earn and challenge them to try to make the target amount in as few turns as possible. Always give two points to the class for getting the verse right, even if they have a partner help them.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

4	02	

Team A	Team B	Team A	Team B	Team A
Player	Player	Player	Player	Player
Team B	Team A	Team B	Team A	Team B
Player	Player	Player	Player	Player

Forceball

Materials

Bible verse written up in large print so that all can see One kick ball or other rubber ball Masking tape Yard stick

Preparing the Game

1. Use the tape to mark 2 lines about 3 yards apart.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into two teams and have each team line up behind one of the lines. Players should stand side to side, with legs apart and feet touching. The two teams are facing each other. Have all the children say the verse together. Then, one team rolls (with their hands) the ball to the other team, trying to get it through the other team's legs without being blocked. The defending team cannot more their feet to block the ball. They can only blocks it with their hands. If the ball gets through their legs, the other team can get 2 points if they can say the verse correctly. If they do not say it correctly, then the defending team can try for 1 point. The defending team then bats the ball and tries to get it through the other team's legs. Give all to other team. Have everyone say verse together, then begin play again. Repeat. The team with the most points wins.

Game continues as time and attention span allow.

Non-competitive option

This game is difficult to make completely non-competitive. You can, however, not keep track of points.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Frisbee Toss

Materials

Bible verse written up in large print so that all can see 1 or more Frisbees (or bean bag) Masking tape Marker and paper Small container

Preparing the Game

1. Divide the verse into 5 to 10 sections and place a word/verse section in each section. Write point values on the word/verse section, higher points for a word near the beginning of the verse; lower points for a word closer to the end. Tape these down.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into two teams and sit down in line. Explain that everyone will say the verse together. Then a child from one team will come up and toss the Frisbee into a word section. The leader/group will say the verse up to that word. The child can then win total point values by completing the verse on his own, or have point values by asking a team member to help him. If they are unsuccessful, the other team will have a chance to complete it for the half point amount. Have whole group say verse together again, then choose a child from the other team to toss the Frisbee.

Game continues until all children get a turn, or as time and attention span allow.

Non-competitive Option

Don't split the children into teams. Have the children take turns throwing the Frisbee, letting the child or a child with a partner, say the rest of the verse on their own.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Memory Verse Limbo

Materials

Bible verse written up in large print so that all can see A broom or other long pole

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children line up. Have everyone say the verse together. Start with the pole at head height and have each child say the verse before "limbo-ing" (bend backwards without touching the pole) under the pole. Feel free to help the children say the verse. After everyone has gone through at the first height, lower a few inches and repeat the process. (Say verse and have children go through). A child is "out" when he/she can no longer limbo without falling down or touching the pole.

Give children who have a failed limbo attempt the option of being restored to the limbo line again by saying the verse a second time (on their own, with a partner or with you); or, allow them sit quietly in a line in front of the limbo line so that they can help others still "limbo-ing" saying the verse (if needed) or simply watch.

Game continue as time or attention span allow.

Non-competitive Option

Let the children continue to limbo at each height, even if they have a failed attempt at a particular height.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Hot and Cold Hide

Materials

Bible verse written up in large print so that all can see An object to hide

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children sit or stand in a group. Tell them that one person will leave the room and another person will hide the object. After the object is hidden the Seeker will begin to look for the object. The rest of the children, led by the teacher, will begin to repeat the verse over and over, reciting it louder as the Seeker gets closer to the object and more quietly as the Seeker gets further from the object. When the object has been found, the leader will choose another Hider and Seeker and the game continues.

Game continues as time or attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Balloon Find

Materials

Bible verse written up in large print so that all can see 2 large pieces of paper or poster board Paper, pencil, permanent marker Balloons, at least one per child and up to one per word of verse per team. 2 Baskets or garbage bags Masking Tape

Preparing the Game

1. Make copy of the verse per team and cut it apart into as many parts as there are balloons per team. Number these verse pieces in order. Make a sign per team of the verse. If you have a lot of non- or early readers, write the verse in easy to read print, numbering each word/section that correspond to the sections on the cut-up version of the verse. If your children are all proficient readers, do not write the verse on the poster board, but simply draw lines and number them 1-10, corresponding to the 10 verse pieces. Write down and cut out the numbers used on the verse pieces and put in a little bag or jar. Designate particular colors /shapes of balloons for each team. You can choose to have only one color per team (i.e., Team 1 has only blue balloons); Team 2 has only red ones) or multiple colors/shapes per team (i.e., Team 1 has orange and blue balloons. Write the corresponding number on the outside of the balloon with the permanent marker. Make sure to have a complete set of the verse for each team. Store each set of balloons in baskets or garbage bags until game time. Make a circle of masking tape: one larger one in the middle, where all the balloons will be released. Make two starting lines, one for each team.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Split the children into two teams and have them stand/sit in line. Tell them that all the words to the Bible verse are inside of the balloons. Let them know what color balloons their team will be looking for. Release all the balloons into the middle circle. Say the verse together as a group. Draw a number out of the bag and tell it the group. Then, at your word, let the first child in each team go find the correctly numbered balloon from the pile of balloons. They will each bring back their balloon and sit on it to pop it (or let you or someone else pop it. Remove the piece of verse and put them in a pile. Everyone one then says the verse again, the teacher pulls another number out and the next two children go to find the new number. Continue until all the numbers are found. Have each team stick their verse pieces up on their poster board, then say the verse together. If working with less confident readers, point out to them that they can use the sign you made and the numbers in the verse pieces as hints to help them line it up properly. The team then says the verse together. The first team to do so, wins. The first team who does, wins.

Non-competitive Option: Have the teams add each piece of verse to their poster board as it is retrieved from the balloon. At the end, have everyone say the verse together again.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Who's Got the Penny?

Materials

Verse written up in large print so that all can see A Penny or other small object

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children spread out in a circle. Explain to them that you are the Penny Detective and you have come to find the missing penny. Have everyone say the verse together. Blindfold yourself, count to 10, while the children quietly and quickly pass the penny around the circle. At the count of 10, tell the child who has the penny to hold onto. Take off the blindfold and tell them that you have 2/3 guesses to guess who has the penny. If you guess correctly, then the child who has the penny says the verse, and you will stay the Penny Detective. If you did not guess correctly, then you have to say the verse and the person with the penny identifies himself and becomes the new Penny Detective. Everyone says the verse together, then repeat. (All players can have one other person help them say the verse, if desired.)

Game continues until all children get to be the Penny Detective, or as time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Puzzling Wall Ball

Materials

Bible verse written up in large print so that all can see Three 11.5" x 17" pieces of construction paper, two pieces of one color for each team Masking Tape Small Nerf Ball or other soft ball Marker Use masking tape to lightly tape the pieces to a wall, mixing up colors

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into teams. Explain to them that they are going to take turns trying to hit pieces of their team's colored puzzle pieces with the ball. Each time they hit one of their team's pieces, that piece is removed from the wall and fit into their puzzle. Have the entire group say the verse before each child takes a turn.

Game continues until one team has completed their puzzle, or as time and attention span allow.

Non-competitive Option

Don't split into teams. Use only one copy of the verse and one puzzle to make. Have everyone work together on the puzzle until completed.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Verse Hi-Lo

Materials

Bible verse written up in large print so that all can see A long pieces of rope

Preparing the Game

1. Make up some questions about the verse and/or story. Use the Bible verse and Story Review Discussion questions, if desired.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

1. If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game.

2. Explain the game to them as follows:

Have the children line up in a straight line behind the leader. Explain to them that they will recite the Bible verse and then have a chance to see how high they can jump. After each round, the rope will be raised a little higher. jump across. For caution sake, don't raise it so high that most children will likely trip. One foot high is a good stopping height. Help younger children by holding one of their hands while they jump over. If a child can't make it over, he can answer one of the questions about the verse you prepared to get another chance to jump (Let him have a partner to help with answering their question, if desired.)

Game continues as time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Hoop n' Holler

Materials

Bible verse written up in large print so that all can see 1 hula hoop for every 2 children

Preparing the Game

1. Make up some questions about the verse and/or story. Use the Bible verse and Story Review Discussion questions, if desired.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children pair up. Give each pair a hula hoop and tell them that you are going to tell them different things that they will do with the hula-hoop after they say the verse all together. Three activities might be: having the children hold hands and jump in and out of the hula hoop, for each word the group recites, rolling it back and forth on each word the group recites,; or having buddies take turn while one person from each group sees how far through the verse he can keep the hula hoop going. Allow the children to think up other activities. Repeat the verse again after each activity.

Game continues as time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Take a Step Back

Materials

Bible verse written up in large print so that all can see 1 beanbag for every 2 children

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

1. Pair up the children, giving a beanbag to each pair. Line up one child from each team, then have the partners face their team partner, about one foot apart from each other, forming a second line.

2. Have all the children say the verse together, then have the partner throw the beanbag to the other partner. Those who successfully catch the beanbag stay in for the next round.

3. Have each child take a step back.

4. Lead the children in saying the verse again, then have them throw the beanbag to their partner. Those who successfully catch the beanbag stay in for the next round.

5. Have the children take another step back, and so on.

6. Continue until only one team remains.

Alternate Play: Continue to allow all children to play the game, even if they drop their beanbag, but keep track of how many successful catches each team makes. The team with the most successful catches, wins.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

BIBLE VERSE REVIEW GAME Spider Web

Materials

Bible verse written up in large print so that all can see Ball of yarn

Preparing the Game

None

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children form a circle. Explain to them that they will be building a spider web as they recite the verse by tossing the ball of yarn to each other. The whole group will chant the verse together with a child tossing it with each word. The child who catches the ball will pass it behind his back and then throw it to another child as the group says the next word of the verse.

Caution: Children will be very tangled up by the end of play. To avoid injury, it is best to play this game with everyone seated on the floor.

Game continues as time and attention span allow

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

Horse Play Verse Tag

Materials

Bible verse written up in large print so that all can see

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children spread out around the playing area. Explain to the children that they will say the verse together, then the person who is "It" (start with you) will try to tag another child while walking on all fours like a horse. The tagged child and "It" say the verse together, then the tagged child becomes the new "It." Everyone says the verse together, then the new "It" tries to tag someone else. Other options: do a crab walk (hands and feet, belly-up) or slither like snakes.

Game continues until all children get to be It or as time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

BIBLE VERSE REVIEW GAME Jump for Joy

Materials

Bible verse written up in large print so that all can see A very long rope or jump rope

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Have the children form a line. Have two people be the Rope Turners for the jump rope. While the entire group recites the verse, have the children take turns trying to jump through the whole verse without stopping. For children adept at jumping rope, you can even have them try running in and jumping, jumping with a partner, etc. or other variations the children come up with.

Game continues until all children get to jump, or as time and attention span allow.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

Protectors

Materials

Bible verse written up in large print so that all can see One paper cup for each student 2 manila folders or 4 empty paper towel tube Masking tape Foam or other soft-surfaced balls, ideally one for every child.

Preparing the Game

1. Use the masking tape to make X's to show placement for each team's cups.

2. Cut manila folder along seam into 2 sheets. Roll up each sheet along the short side and tape seam.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into two teams. Have the children on both teams set up their cups on the X's. Designate one or two children from each team to be the "Protectors" for their team's cups. These children will stand in front of their team's cups and ward off invading balls that the other team is ROLLING (not throwing) to knock down their cups. Arm each protector with one or two of the manila envelope/paper towel tubes. Have all the other of Team A and B stand back behind their team's cups. Give them the foam balls to ROLL at the other team's cups. Play begins as everyone says the verse together. When you say "go" both teams begin rolling and protecting the cups until you tell them to stop, gathering up the balls and rolling them back at the other team's cup when they come their direction. Allow 30 seconds or a 1 minute for each round. Maybe longer if the protectors are particularly good or the invaders are particularly unsuccessful at knocking down the cups. The number of cups knocked down are the number of points each team gets for the round. If desired, you can have each team say the verse to earn the points. Otherwise, set up the cups again, designate new protectors and have everyone say the verse. When you say "go", children begin Round 2 of rolling and protecting.

Game continues as time and attention span allow.

Non-competitive Option

This game is difficult to do completely non-competitively. You can choose to not keep track of points.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Have the children choose a few of the questions from the game to ask the parents/other children during <u>TAKING IT TO OTHERS</u> time. Help pre-readers by whispering the question in their ear and letting them ask it aloud to the parents/other children. Make sure you read the Bible verse aloud before you ask your questions.

 $\begin{array}{c|cccc} \mbox{Team A Invaders (rest of team)} \\ \mbox{X} & \mbox{X} & \mbox{X} & \mbox{X} & \mbox{Team A Cups} \\ \mbox{Team A Protectors (1 or 2 children)} \end{array}$

 $\begin{array}{c|c} \mbox{Team B Protectors (1 or 2 children)} \\ X & X & X & X & X \\ \mbox{Team B Invaders (rest of team)} \end{array} \\ \label{eq:alpha}$

All Dressed Up

Materials

Bible verse written up in large print so that all can see Various items of clothing (shirts, hats, shoes, gloves, coats, pants, dresses, etc.), about 10 per team Two baskets or boxes Masking tape

Preparing the Game

1. Put the clothing items for each team in a basket/box and place at far end of relay area. Mark the starting line with masking tape.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into two teams and have them line up behind the starting line. Explain to them that they will run down to the leader at the other end of the relay area, recite the verse to him, pick out a piece of clothing and put it on. After getting it on, they are to run back to their team and sit down at the back. The next player then goes. This is repeated until all team members are dressed. The team is then to stand up, grab hands and chant the verse together. The first team to do so, wins.

Game continues as time and attention span allow.

Non-competitive Option

Don't split the children into teams. Instead, the children will try to beat the clock. Have the whole class say the verse before each child goes to get and put on a piece of clothing. When everyone has their costume clothes on, say the verse together one last time. Time how long it takes the children to do all of this. Repeat and see if they can do it more quickly the second time.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Balancing Act

Materials

Bible verse written up in large print so that all can see 10 or so various balance-able items, per team (erasers, plates, rulers, books, shoes, etc.) Paper, marker 2 baskets/boxes per team

Preparing the Game

1. Make copy of the verse per team and cut it apart into as many parts as there are items per team. Number these verse pieces in order.

2. Make a sign per team of the verse. If you have a lot of non- or early readers, write the verse in easy to read print, numbering each word/section that correspond to the sections on the cut-up version of the verse. If your children are all proficient readers, do not write the verse on the poster board, but simply draw lines and number them 1-10, corresponding to the 10 verse pieces.

3. Write down and cut out the numbers used on the verse pieces and put in a little bag or jar.

4. Use masking tape to mark starting line. Tape the verse pieces to the items and make a pile for each team at the far end of the relay area.

5. Place items for each team in a basket and place at each team's starting point. Place the other baskets at the other end of the relay area.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into teams and have them line up at a start line. Have the whole group say the verse together. Then draw a number from the bag. Tell the first person in each line to pick an item from the basket at the starting line. They are to put it on their head, and balance it down to the other end. If they drop the item, they just pick it up and continue from that point. When they get there, they are to put their balanced item in the basket and then say the verse to the leader. The leader will then give them the piece of verse with the number on it that was drawn. The two children then rush back to their team with the verse piece and sit down at the back of the line. When all items have been taken down to the other end and all verse pieces retrieved, have been retrieved, they will then put all the pieces in verse order. If working with less confident readers, point out to them that they can use the sign you made and the numbers in the verse pieces as hints to help them line it up properly. After getting it in order, the team will finish by saying the verse all together. The first team to do so, wins.

Non-competitive Option

Don't divide the children into teams. Have them say the verse together, then have one child retrieve the correctly numbered verse piece for the group. Everyone assembles and says the verse together at the end.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Bowling Ball Verse

Materials

Bible verse written up in large print so that all can see 10 Plastic bowling pins or empty 2-Liter soda bottles Playground or foam ball

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

If desired, lead the children in a discussion of a <u>FEW</u> of the most important questions before beginning game.
 Explain the game to them as follows:

Divide the children into two teams. Have everyone say the verse together. Explain to the children that they will take turns trying to knock down bowling pins The bowler then will recite the verse. If he can do it alone, he gets as many points for his team and pins he knocked down. If he asks for the help of another team member, then their recitation of the verse is worth half the points. If they cannot recite it, someone from the other team can try for the half point value. If a child does not knock over any pins, he can still say the verse for 1 point. The team with the most points at end of play wins.

Game continues until all children get a chance to bowl, or as time and attention span allow.

Non-competitive Option

Don't split the children into teams. Give the group a target number of points to make. Challenge the children to see how few turns it will take to reach the target number of points. Let the children take turns bowling and knocking down pins. You can have them say the verse individually, with a partner, or with the whole group. Tally the number of points on a piece of paper. Continue until target number is reached. Repeat, seeing if they can do it in less turns the second time.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Which Way Did It Go?

Materials

Bible verse written up in large print so that all can see Coin Beanbag or other small object

Preparing the Game

None.

Learning the Verse

Some or all of your children may be non- or early readers. Teach the verse in sections, having them say it after you. Repeat a few times. Add clapping or other movement as they say it.

Directions

1. If desired, lead the children in a discussion of a *FEW* of the most important questions before beginning game.

2. Explain the game to them as follows:

Divide the children into two teams. Have the children sit or stand in a circle, alternating team members. Have everyone say the verse together. Explain to the children that they will pass the beanbag, stating clockwise, around the circle. Outside the circle one person, the Coin Flipper, will flip the coin. Each time the Coin Flipper gets a tails, he yells "Change" and the children in the circle change the direction they are passing the beanbag. After 5 changes whoever has the beanbag says the verse for their team. He gets 2 points for his team if he can say it be himself. One point, if he can say it with the help of another team member. If they can't say it, then the person next to him (on the other team) can try to say it for 1 point for his team. The child who correctly recited the verse is the next Coin Flipper. Have everyone say the verse again, then repeat steps.

Game continues until all children get to be the Coin Flipper, or as time and attention span allow.

Non-competitive Option

Don't split the children into teams. Give the group a target number of points to make. Challenge the children to see how few turns it will take to reach the target number of points. Tally the number of points on a piece of paper. Continue until target number is reached. Repeat, seeing if they can do it in less turns the second time.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Secret Agent

Materials

Various detective looking items (a hat, dark glasses, tie, suit, watch, etc) Paper and Marker Tape Story Review Questions

Preparing the Game

 Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.
 Write out the questions on small, thin strips of paper. (Or photocopy the review questions and cut them apart). Tape (or pin) each of these in secret places on the detective outfit, such as on the bottom of your shoe, underneath your watch band, inside the hat, on the side of the glasses, etc.

Playing the Game

Divide the children into two teams. Teams will take turn having one of their members guess where a location of a Story Review question on your detective outfit. A team gets a point for finding a question and a point for answering the question correctly. Have the children be specific in their guesses, such as: "on top of your hat" or "inside your hat", or "under your left shoe, etc. That makes for more of a challenge.. If a team is unable to answer the question correctly, the other team can try to answer it for a point.

Game continues until the children find all the questions, or as number of questions, time, and attention span allow.

Non-competitive Option

Don't split into teams. Tell the children how many questions you have hidden on your outfit and challenge them to work together to find them all and answer the questions. Keep track of how many questions they've found with tally marks on a piece of paper.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Four Corners

Materials

Red and Green Construction paper 2 rulers 4 Large pieces of paper and a Marker Masking Tape Four small pieces of paper Cup or bag Story Review Questions Optional: Team Pennies to differentiate each team

Preparing the Game

1. Make up story review questions that answer the questions: Why? What? How? What would you do? You will want to have 20+ questions. Many of the Story Review Discussion Questions can be modified to fit one of these four questions.

2. Make a stop sign and a green light out of the red and green construction paper and tape them each to the end of a ruler.

3. Make four signs out of the paper: Why? What? How? What would you do? Tape these signs in 4 different locations, such as corners of the room.

4. Write these 4 names also on four small pieces of paper of equal size and place in the cup/bag.

Playing the Game

Divide the children into two teams. At the leader's signal, all the children will run to one of the four signs and place their hand on it or near it. When leader yells "Freeze" then the children must stay at their station. The leader then pulls one of the pieces of paper out of the cup and asks the children at that particularstation a Story Review question. If they get it right, then they gain as many points as children from that team who were at that station. Play then resumes again.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Don't split into teams. Simply ask the children at the particular station the question and let them work together to answer it.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Tell the Truth Basketball

Materials

3 baskets A ball Paper and marker Masking Tape 20+ statements that are true, false or not in the story

Preparing the Game

1. Use the Story Review Questions to come up with 20+ statements about the story that are true, false, or not in the story.

2. Write the words "true", "false", and "not in the story" on separate pieces of paper and tape each to a basket. Use the masking tape to make a throw line. Place the baskets in a line, a reasonable throwing distance from the throwing line.

Playing the Game

Divide the children into two teams and have them line up at the throw line. Ask a child to come up to the throw line. Read him one of the statements and ask him to give his answer: true, false, not in the story by throwing the ball into the basket with the right answer card on it. If correct, then he scores 2 points for his team. If incorrect or accidentally goes into the wrong basket, the statement is read to the first person in line for the other team. If he tosses the ball into the right basket, then he scores one point for his team.

Play continues as statement cards last, or as time and attention span allow.

Non-competitive Option

Don't split into teams. Have the children take turns making baskets and answering the questions.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Go Fish

Materials

Broom stick or pole String U-shaped magnet Paper clips, 1 per question Construction paper Scissors Basket/Pail Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Cut out fish (different sizes and shapes, if desired), one per question. Write a question on each fish. And assign a point value to each fish based on difficulty. Attach a paper clip to the mouth of each fish. Place the fish in the basket. Attach the magnet to one end of the string and the pole to the other end.

Playing the Game

Divide the children into two teams. Teams will take turns catching fish by hooking them with the magnet and the paper clip. The question is then read to the child/team. A correct answer is worth as many points as is indicated on the fish. If answered incorrectly, the question goes to the other team for a possible one point.

Play continues as questions last, or as time and attention span allow.

Non-competitive Option

Don't split into teams. Have the children take turns catching fish and answering the questions together.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Windsock Wallyball

Materials

Small ball such as a tennis ball, Nerf or foam ball The bottom half of a pantyhose leg 16 sheets of variously colored construction paper Paper and marker Masking Tape Story Review Questions or other story review questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.

2. Make a windsock ball by placing the ball in the pantyhose leg and tying a knot right above the ball.

3. Choose three different point values for questions and write each value on three sheets of the construction paper. On the last four sheets draw a question mark shape. Tape these sheets of paper to the wall (or on the floor, if no wall is available) in the shape of a square, mixing up all of the point values. Make a shooting line with the masking tape.

Playing the Game

Divide the children into two teams and have them line up at the throw line. Ask a child from Team A to come up to the throw line. Hand him the windsock ball and let him throw it at the point cards on the wall. If he hits a point value, then the leader reads a Story Review question to his team. If they answer it correctly, they get the points. If not, then Team B can get the points for a correct answer. If he hits a star instead of a point value, then Team B gets to think up a question to ask Team A. If Team A gets it right, then they get double the highest point value on the board. If Team B stumps them—and can answer the question, themselves—then THEY get the double point value.

Play then resumes as the first player for Team B throws the windsock ball. Read him one of the statements and ask him to give his answer: true, false, not in the story by throwing the ball into the basket with the right answer card on it. If correct, then he scores 2 points for his team. If incorrect or accidentally goes into the wrong basket, the statement is read to the first person in line for the other team. If he tosses the ball into the right basket, then he scores one point for his team.

Play continues until everyone gets a chance to toss the windsock ball, as Story Review questions last; or, as time and attention span allow.

Non-competitive Option

Don't split into teams. Have the children take turns throwing the ball and answering the questions together. Tally up the points as a group number.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Obstacle Course Quiz

Materials

Various materials, such as jump ropes, balls, inner tubes, carpet squares, boxes, tunnels made from chairs and bedspreads, etc. to make a simple obstacle course for each team. Masking Tape

20+ Story Review Questions and other story review questions, 1+ per child

Paper/post-it notes & marker/pencil

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.

2. Set up two identical obstacle courses, one for each team, that both end up at the same wall of your room.

3. Write a question on the back of a post-it note. On the front, write a point amount, such as 5, 10, 25 points, depending upon the difficulty of the question. Place these questions on the wall at the end of the obstacle courses. 4. Use the masking tape to make starting lines.

Playing the Game

Divide the children into two teams and have them sit down in a line. Demonstrate how they are to go through the obstacle course. At the leader's command, the first person in each line goes through the obstacle course. Whoever reaches the question wall first wins 1 point for their team and gets to take down one question to give to the teacher. The teacher will ask the question to both teams, calling on the team who raises their hand first. If that team is correct in their answer, they get 2 points. If not, then the question goes to the other team. Process in repeated with next 2 children in line, etc.

Game continues until all have had a chance to run the course, or as question cards, time and attention span allow.

Non-competitive Option

Send the children through two at a time, each child choosing a question from the wall. Have the children ask their question to the whole group and work together on the answer. Have the two children come back through the obstacle course and go to the back of their own lines. Repeat with next two children.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

String Along

Materials

Ball of string Scissors A jar/bag big enough to fit all the string Masking tape Paper and marker 20+ Story Review Questions and other story review questions

Preparing the Game

Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.
 Cut various lengths of string and place them in the jar, mixed up so it is not easy to see how long they are.

Playing the Game

Divide the children into two teams and have them line up at the masking tape line. Read Team A a Story Review question. If they can correctly answer it, then the first child in line stands up and picks a piece of string from the bag/jar without looking. He holds up the string for every one to see. The leader places the piece of string at Team's A's line, but lets it point away from the group. If Team A does NOT correctly answer the question, the Team B can try to correctly answer it. If they do, then the first person in the Team B line gets to pick out a string instead of Team A. Next, it is Team B's turn. Continue as above. Each time a team gets a new piece of string, it is tied to the other strings. The goal is to see who can get the longest string by the end of the game.

Play continues as Story Review cards last; or, as time and attention span allow.

Non-competitive Option

Don't split into teams. Mark a length along the floor, wall, etc. Tell the children this is their target string length and they will work together to see how few questions it takes the group to reach the target length. Have the children take turns pulling out a piece of string to be added to the group as the leader reads a question. If the class gets the right answer, the piece of string is added onto the group's string. Continue until the target length is reached, noting how many pieces it took. Untie the string pieces, put them back in the jar and start again, seeing if they can reach the target length with less pieces the second time.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

I'm Not Looking

Materials

Beanbag or other small, soft, toss-able object Masking Tape Paper and marker 20+ Story Review Questions and other story review questions Optional: CD player and music

Preparing the Game

- 1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.
- 2. Use masking tape to make a line where the "Tosser" will stand at one end of game area.
- 3. Set up CD player and music.

Playing the Game

Choose one child to be the first "Tosser". He is to stand on the taped spot, with his face away from the other children. At your signal or at the sound of the music, the rest of the children are to move around (don't allow fast running). When time is called, or the music stops, they are to stop where they are and face the Tosser's back. The Tosser will then toss the beanbag backwards. Whoever the beanbag lands closest too, picks up the beanbag. The leader asks him a Story Review question. If he answers it correctly (or with the help of one other child of his choosing), he becomes the next Tosser. If not, then the present Tosser has another turn.

Play continues until all children have gotten a chance to be the Tosser; or, as questions, time and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Yes, No and Go

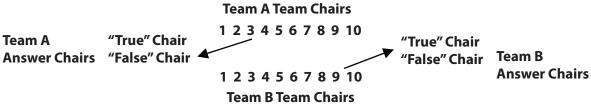
Materials

Paper and Marker Tape Story Review Questions

Preparing the Game

1. Use the Story Review questions for ideas to come up with 20+ statements that are true, false, or not in the story.

2. Set up the chairs in two lines, with chairs facing each other. Each chair should be spaced far enough from it's neighboring chairs so that a child could run around it. Place at each end of the rows, two chairs that also face towards the middle. Write the words "true" and "false" on 2 index cards each and tape each to one of the chairs at the end of the rows. There should be one set of true and false chairs at one end and one set at the other end, one set for each team. With the remaining index cards, make 2 sets of numbers that correspond to the number of chairs in each long row. (If 5 chairs on a side, then number two sets of cards from 1 to 5.) Tape these numbers to the back/bottom of each chair. Have the numbers descend on one side and ascend on the other side. (i.e., if using numbers 1 to 5, then number 1 on one row be across from number 5, number 2 across from number 4, etc.) See diagram for illustration of chair set up.



Playing the Game

Divide the children into two teams and have them take their places in the chairs. Assign the child the number on their chair. After everyone is seated, the leader reads one of the true/false/not in the story statements and then calls out a number. The player from each team with that number is to run to sit in their team's true or false chair. If the answer is not in the story, the children are to run around their chair and sit down in their seat with arms folded over their chest. The first of the players to make it to the correct seat scores a point for his team.

Play continues as statement cards last, or as time and attention span allow.

Non-competitive Option

Instead of using two sets of the same numbers for each "team," use only one set of numbers. (For example, instead of having two sets of chairs numbered from 1-10, number the chairs from 1-20). And, have only one true/false chair. The child whose number is called runs to the right chair.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Sticky Pad Search

Materials

Re-stickable scratch pad sheets Paper and marker 20+ Story Review Questions and other story review questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. On the sticky pads write various point values, from 1 to 4...with perhaps two 10's thrown in for fun. Make perhaps 50 of these point values. Stick these all over the room, high, low, unusual places. Place the two 10 point sticky pad sheets in the most unusual spots.

Playing the Game

Divide the children into two teams and have them sit in two lines. At the leaders signal the first child from Team A will get up and have 10 seconds to gather as many point values as he can and get back to his spot. If successful, then that will be the point value for the Story Review question you ask the team. If the team answers the question correctly, they get the point values. If not, then the other team can try to answer it for half the point value. If a player doesn't get back to his spot before time is called, then he loses all his points (they are replaced to their spots) and it is the other team's turn. Play then resumes with the first player from Team B, etc.

Play continues as Story Review cards last, or as time and attention span allow.

Non-competitive Option

Don't split into teams. Set a target point value for the children to reach together. Tell the children that they are going to work together and see how many turns it takes to reach the target point value. Have the children take turns gathering the point values and everyone together answering the question. If they get it right, then the group keeps the points. If not, then they are returned to their spots. Keep track of how many turns it takes to reach the target point value. Replace all of the sticky pads and play again, seeing if the group can make the target in less turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Ring Toss

Materials

Pre-made Ring toss board and rings OR Large piece of cardboard, popsicle sticks, and a child's plastic bracelet Paper and marker Masking Tape 20+ Story Review Questions and other story review questions

Preparing the Game

Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.
 Set up the ring toss board; or, cut a triangle shape from the cardboard and stick popsicle sticks into the board and assign point values for different sticks

Playing the Game

Divide the children into two teams and have them line up at the throw line. Ask a child to come up to the throw line and toss the ring onto the board. Each child gets three tries, adding up the total points from all three tries. The leader then reads a Story Review question. If the child answers it correctly by himself, it is worth the number of points he scored from the ring toss. If he has another team member help him, it's worth half the point value. If he cannot answer it correctly, it goes to the other team with half points for a correct answer. Play resumes as the first player from the other team takes a turn tossing.

Play continues until each child has a turn, as Story Review questions last; or as time and attention span allow.

Tip: You might find that this game works best with the board laying flat on the floor rather than standing up and tilted.

Non-competitive Option

Don't split into teams. Set a target point value for the children to reach together. Tell the children that they are going to work together and see how many turns it takes to reach the target point value. Have the children take turns toss the ring for points. Read a question for everyone to work together to answer. If the group gets it right, then they get to keep the points. Keep track of how many turns it takes to reach the target point value. Replace all of the sticky pads and play again, seeing if the group can make the target in less turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Balloon Volleyball

Materials

20+balloons Small strips of paper Pen Masking Tape 20+ Story Review Questions and other story review questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Write out each Story Review question on a small strip of paper. (Or photocopy the review questions and cut them apart). Roll it up and place it inside of the balloon. Inflate the balloon. Continue this process for each Story Review question. Make a line with masking tape across the middle of the playing area.

Playing the Game

Divide the children into two teams and have them spread out on each side of the masking tape line. Take one of the balloons and bat it out into the field of play. The children will bat it back and forth without letting it hit the floor. When it hits the floor, play stops and the team on the opposite side scores a point. The balloon is popped, the question is unrolled and read. The team who scored the point gets first try at answering the question. If they get it correctly, they get another point. If not, then the other team can try for a point. Play resumes by the leader batting another balloon out into the court.

Play continues as balloons last, or as time and attention span allow The team with the most points at the end wins.

Non-competitive Option

Don't keep track of points. Encourage the children to see how many times they bat the balloon back and forth, counting out loud with each hit. When the balloon hits the floor, the leader pops the balloon and reads question for all to answer.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Spoon and Ball Relay

Materials

Spoons, one per each team Ping-pong Balls, one per each team Masking Tape Baskets: one small one per team; plus, one large one to be shared by all teams. Story Review Questions, one per child Paper and marker/pencil for writing questions and keeping score

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. Write point values to each question, such as 5, 10 and 25 points, depending upon how difficult they are.

5 point questions: What does it say? Simple fact questions, such as "How did Satan tempt Jesus to disobey God, His Father?"

10 point questions: What does it mean? Meaning questions, such as "Why was it important that Jesus obeyed God perfectly?"

25 point questions: What does it mean to me? Life application questions, such as "What is something God wants you to do that you find especially difficult to obey?

2. Fold up all the questions and place them in the large basket. Place all of the questions in the larger basket at a central point in the room. Use the tape to mark starting points for each team and place the smaller baskets next to the start line. Have a spoon and ping pong ball ready for each team.

Playing the Game

Part 1: Getting the Questions: Split the children into two teams. Have them line up behind the taped lines on the floor. Give the first person in each line a spoon and a ping pong ball. Tell the children that at your signal the first person will walk with the ball balanced in the spoon down to where the basket is. They are to drop the ball into the basket, pick up the ball again as well as a question from the basket and run back with the spoon, ball, and question to their team. They hand the spoon and ping pong ball to the next person in line and deposit their question in their smaller team basket located next to the start line. The relay continues until all children have had a turn.

Part 2: Asking the Questions

After the relay is finished, the children sit down in their groups. The leader will take a question from a team's basket, tell them how many points it is worth and ask them the question. If the team gets it right, then they get the points. If not, then any other team has a chance to win the points. The teacher then proceeds to the next team's basket and continues the process. At the end, add up the points and see who wins.

Non-competitive Option

Split the children into two groups and retrieve the questions as above until all the questions have been retrieved. Have the children of the two groups take turns pulling a question out of their basket for all the children to answer. Tally how many questions the children were able to get right. If desired, can play the game again, using only the questions they did not correctly answer. Ask them these again and see how many they get right the second time. Repeat as long as attention span allows or until all the questions have been correctly answered.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Shoe Search and Ransom

Materials

The children's shoes Masking Tape Story Review Questions, one per child Paper and marker/pencil for writing questions and keeping score

Preparing the Game

Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.
 Hide the questions around the room. Make a line out of tape for each team, approximately long enough to place one shoe per child per team on it.

Playing the Game

Have the children sit down in lines of equal teams. Have them take off one of their shoes and give them to you to place along the taped line in front of their team and then sit back down in their groups. Tell them that in order for them to get back their shoes, they will have to do a little searching and ransoming. Explain that questions on small pieces of paper are hidden around the room. You will alternate between the two teams asking the first person in each line to get up and find a question for their team to answer. (The person hunting can ask for suggestions, if desired, from his/her seated teammates.) If the team answers it correctly, then that child's shoe is "ransomed". If not, then the question goes to the other team to answer. If they answer it correctly, then the first team member's shoe is ransomed.

Continue until all shoes are ransomed. Repeat game as time and attention spans allow.

Non-competitive Option

Don't split into teams. Have the children sit down in a circle around the pile of shoes. Let one or two children at a time search for a question for the teacher to ask the group. If the group gets it right, then the child/children can ransom one of their shoes. Continue until everyone has their shoes ransomed.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

The Answer's in the Tent

Materials

Various props, objects, costumes, or even pictures from the story, enough for one idea per child at least. A small pup tent or blanket and chairs made into a tent Paper and pencil/pen to write down questions Jar or bag

Preparing the Game

1. Make a list of main characters, objects, elements from the story. For example in the story of Jesus being tempted in the wilderness you could have rocks, bread, blocks (like from the Temple), a globe, a red robe/shirt, etc. (for Satan), white robe for angels who came to comfort Jesus at the end, a Bible (the word of God that Jesus used to refute Satan), a picture of a desert or the sun, the number 40 (for 40 days and nights without food). The Plan-a-Play story sheet is a good source of ideas. If desired, you can write different point values--such as 5, 10, 25 points-- on questions, depending upon how hard they are. Place these objects in the tent.

2. Make up questions that have these props as their answers, such as: What did Satan tempt Jesus to turn the rocks into when He was so hungry? (bread)

3. Place the questions in a jar or bag.

Playing the Game

Have the children sit down in lines of equal teams. Tell them that in the tent are answers to the questions that you have folded up in the bag. They will take turns listening to a question and having the first person in line go into the tent and find the prop/costume piece/etc. that answers the question. If a team doesn't get the right prop, then the first person from the other team gets to go up and see if they can find it for a point.

Continue until all have had a chance to play or all questions have been answered. Tally points. Repeat game as time and attention spans allow.

Non-competitive Option

Don't put points on the questions. Don't split into teams, but instead sit in a circle around the tent. Have the children take turns going into the tent to retrieve the prop that fits the answer to the question.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Frisbee Toss n' Quiz

Materials

Frisbee Paper and Marker Masking Tape Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Tape sections on the floor and designate each with a point value that you write on a piece of paper and tape to each section. Make the higher point sections smaller and more difficult to hit; the lower point sections easier. You may even decide to make a target shape.

Playing the Game

Divide the children into teams. Teams will take turn having one of their members toss the Frisbee into the sectioned areas. A correct answer to a question wins the designated points for the team. If the person is unable to answer the question correctly, the other team can try to answer it for a point.

Game continues until all children get to toss the Frisbee, or as number of questions, time, and attention span allow.

Non-competitive Option

Don't split into teams. Set a target point number for the group, telling them that together they are going to see how many turns it takes to reach the target number. Have the children take turns tossing the Frisbee. Tally number of turns on a piece of paper. When the target number has been reached, start over and try to reach the target number in fewer turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

People Pins

Materials

A ball Paper and marker 10 Safety pins Masking Tape 20+ Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Use the masking tape to mark bowling pin placement on the floor as well as a bowling line.

Playing the Game

Divide the children into two teams, Team A and B. Team A will line up behind the bowling throw line, Team B will take their places on an x as a bowling pin. Attach with tape or safety pins on each "bowling pin", with number 1 on the person in front and working across the rows from side to side, so that the biggest numbers will be on the last row of "pins". Ask the first child on Team A to come up to the bowling throw line. Have the child roll the ball into the "bowling pins" Whoever is touched by the ball is considered a knocked down pin. The pin numbers on those people are added up. The bowler is then asked a question. If he can answer it correctly on his own, the team gets as many points as the value of the pins knocked down. If he can answer it with the help of his team, then the team gets half the point value. If he answers it incorrectly, it goes to the Team B for the half point value amount for a correct answer. All pins resume their positions, ready for the next player on Team A to bowl. After everyone on Team A has a turn to bowl, the two teams switch places as pins and bowlers.

Play continues until everyone has had a chance to bowl, or as time and attention span allow.

Non-competitive Option

Divide the children into two groups. Set a target point number for whole group, telling them that together they are going to see how many turns it takes to reach the target number. Have one set of children be the bowling pins and the other set take turns bowling. Once one set of children have had a turn, switch out bowling pins and bowlers. Tally number of turns on a piece of paper. When the target number has been reached, start over and try to reach the target number in fewer turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Beanbag in the Hole

Materials

Paper and pencil Markers Story Review Discussion & Quiz Questions Beanbag 2' by 2' piece of cardboard Tape

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Bend back about 3" along two opposite sides of the cardboard. Cut 3 to 5 holes in the main part of the cardboard that are just large enough for the beanbag to be thrown in easily. Use the tape along the top and bottom to hold back in place the bend sides of the cardboard, making a stand for the target. Use the markers to write point values for each hole in the target.

Playing the Game

Divide the children into two teams. Teams will take turns tossing the beanbag at the target board. Each child gets three chances to get the beanbag in a hole. If he does, the leader reads a question to the child/team. A correct answer is worth as many points as is indicated on the target hole.. If answered incorrectly, the question goes to the other team who can get half the point value for a correct answer.

Game continues until the children find all the questions, or as number of questions, time, and attention span allow.

Non-competitive Option

Don't split into teams. Set a target point number for the group, telling them that together they are going to see how many turns it takes to reach the target number. Have the children take turns tossing the beanbag (three tries each). Tally number of turns on a piece of paper. When the target number has been reached, start over and try to reach the target number in fewer turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Keep It Under Your Hat

Materials

Paper and pencil 5+ hats Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Write each question on a separate, small piece of paper. Assign a point value to each question, based on difficulty. Pin a question to the underside of each hat, except one. Save the unused questions to pin to the hats when the first set have all been selected.

3. Place all the hats on the floor or on the table.

Playing the Game

Divide the children into two teams. Teams will take turns choosing one of the hats and answering the question pinned to the hat. Each question is worth the number of points indicated on the question. If the first team does not get the right answer, then the question goes to the other team who can win half the points for a correct answer.

When the blank hat is chosen, the team who chooses gets to come up with their very own question to try to stump the other team. If they can, then they get the highest point value worth on the question AND another turn. If the other team gets the right answer, then play continues as normal. When all the questions on the hats have been answered, pin a new set in, changing the empty hat.

Game continues until all children get to choose a hat, or as number of questions, time, and attention span allow.

Non-competitive Option

Divide the children into two groups. Set a target point number for whole group, telling them that together they are going to see how many turns it takes to reach the target number. Have one set of children be the hat wearers and the other set be the hat pickers. Once one set of children have had a turn, switch out hat wearers and the hat pickers. If someone chooses the blank hat, they make up a question to ask the rest of the children. Tally number of turns on a piece of paper. When the target number has been reached, start over and try to reach the target number in fewer turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Triple Play Baseball

Materials

4 carpet squares or construction paper for bases 3 balls of different sizes, such as a foam ball, tennis ball, and soccer ball. A basket or cardboard box Masking tape Paper and pencil Story Review Questions

Preparing the Game

Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.
 Place the carpet squares at the four corners of a diamond, like for baseball, approximately 10 feet apart.
 Place the basket with the balls in it next to "home" base.

Playing the Game

Divide the children into two teams. Team A will be up to bat, Team B will be out in the field. One player from Team B stands behind the batter as catcher. The leader will read a question to the batter. If the batter answers it correctly, he then picks up all three balls from the basket and tosses them out into the "field" in rapid succession. He then tries to run as many bases as possible around the diamond,, touching each base ,before the Team B players in the field return all three objects to the catcher who puts the balls into the box. The batter scores as many points as bases he was able to get to: 1 point for first base, 2 points for 2nd base, etc.. The next person on Team A becomes batter now, and repeats the process. A team incurs an "out" if a batter is unable to answer a question; or, if a batter is caught in between 2 bases when all the items are back in the box, then they are out. Teams switch positions after 2 outs.

Game continues until all children get to bat, or as number of questions, time, and attention span allow.

WARNING: You may want to have the children only walk (rapidly) around the bases if you have slick floors. If you do this, you can also have the catchers have to crawl on all fours/do a crab walk to slow them down.

Non-competitive Option

This game is difficult to play in a completely non-competitive way. You can take the "edge" off of the competitive nature of it by not assigning point values and simply letting each child have a chance to see how far around the bases they get on their turn. When all the children on Team A have a turn, switch batters and catchers and let the Team B children become the batters.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Chair Pile Up

Materials

A Chair for every two players Index Cards Paper and Marker Tape Story Review Questions Optional: Game "Pennies" for easy recognition for members of each team

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Form a circle with the chairs. On the index cards, make identical two sets of numbers corresponding to the number of chairs. Use one set to tape a number onto the back of each chair.

Playing the Game

Divide the children into teams. Have all players select a seat and share it with one other person. (No special ordering of players needed.) The players from both team will move from chair to chair according to the directions you give. ("If you have shoes that have Velcro, move 1 chair to your left,." "If you came to church in a mini van, move four chairs to your right.", "If you have a sister, stay where you are, but everyone else move 1 chair to the left", etc.) If there are too many students to sit on one chair, have them at least put their hands on the chair. After giving several direction, choose a number from the 2nd set of index cards. All the children at that particular numbered chair will answer a Story Review question. If they answer it correctly, they earn as many point for their team as team members at that particular chair, (i.e., if 2 people from Team A and 1 people from Team B are on the same chair, then Team A gets 2 points and Team B gets 1) If they do NOT answer it correctly, then their teams are DOCKED the same number points as team members at that chair. The team with the most points at the end of play, wins.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Don't split into teams. Simply play the game and have the children at whatever numbered chair is chosen answer the question.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Spin the Light

Materials

Flashlight Paper and Marker Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own.

Playing the Game

Divide the children into two teams. Have them sit in a close circle, alternating Team A and Team B players. Have the children sit in a circle. Put the light in the middle of the circle. Spin the light. Whoever the light points to, answers the question. If it points to a Team A player and he gets it right on his own, it is worth 2 points for his team. If he needs help from another team member, then it is worth 1 point. The question goes to the Team B player on his right for a possible 1 point if the Team A player fails to answer correctly.

Game continues until all children get to toss the Frisbee, or as number of questions, time, and attention span allow.

Non-competitive Option

Don't split into teams. Have the children sit in a circle and spin the light, asking whoever it points to a question. If desired, you can let each child choose another child to help them answer the question.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Stepping Stones

Materials

10 Carpet Squares or Different Colored Construction Paper Paper and Marker Masking Tape Small paper bag or basket Story Review Questions Optional: CD player and music, Game "Pennies" to differentiate the teams

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Tape numbers on the carpet squares or make "squares" out of construction paper. Place the squares in random order on the floor, not more than 2 feet apart. (so that they can jump from stone to stone: see diagram) Write the numbers 1-10 on separate, small pieces of paper and place in bag/basket.

Playing the Game

Divide the children into two teams. Tell the children that the players from both Team A and Team B are to jump from "stone to stone" until you call "time." (You could also play the music and they freeze when the music stops.) At that point, everyone is to freeze on their stepping stone. The leader then draws a number out of the bag/basket and then asks a Story Review question to the child/children on that stone. If he/they answer it correctly, he/they each win two points for their team. Play then resumes again.

Game continues as number of questions, time, and attention span allow. The team with the most points at the end wins.

Non-competitive Option

Don't split into teams. Simply play the game, having the children at whatever numbered stone is chosen answer the question.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Basketball Toss

Materials

Small basketball or other ball 3 (or 4) baskets Paper and Marker Masking Tape Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Use tape to mark a free throw line. On the paper make three point values,(starting with two points and going up), one for each basket, and tape them to the corresponding basket. Set out the baskets with the one worth least points, the closest to the free throw line. The one worth the most points, set the farthest out. With younger children, make sure to set one basket so close in that they are almost guaranteed to get a basket. If desired, use the extra fourth basket to make a long bomb basket that is almost unreachable, but worth a lot of points.

Playing the Game

Divide the children into two teams. Teams will take turns having one of their members make a shoot. Each child gets three tries. The highest point value being what the question will be worth. Then ask the child a Story Review question. If he gets it right, then he earns those points for his team. If the person is unable to answer the question correctly, the other team can try to answer it for half the point values. If a child does not make a basket, he can still answer a question for 1 point.

Game continues until all children get to try to make a basket, or as number of questions, time, and attention span allow. The team with the most points at the end wins.

Non-competitive Option

Don't split into teams. Set a target point number for the group, telling them that together they are going to see how many turns it takes to reach the target number. Have the children take turns tossing the basketball(three tries each). Tally number of turns on a piece of paper. When the target number has been reached, start over and try to reach the target number in fewer turns.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

What's in the Box?

Materials

10-20 Various props or pictures with an association with the story Paper and Marker Large box or basket Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Place the props/pictures in the box.

Playing the Game

Divide the children into two teams. Teams will take turn having one of their members reach into the box and pull out a story prop/picture. He will show it to his team and they will come up with an answer as to how that particular prop relates to the story. A correct answer wins 2 points for the team. The team can double their points if they can also tell something from the story they learned about God or about how He wants His people to live. If the team is unable to come up with an answer, then the other team can give an answer for 1 point. For extra fun, you can add some props/pictures that have nothing to do with the story, making the children eliminate them....or even try to think of way it could be added to the story.

Game continues until all children get to pull out a prop/picture,, or as number of questions, time, and attention span allow.

Non-competitive Option

Have the children sit down in a circle around the box. Have the children take turns pulling props/pictures out of the box for the other children to tell what it has to do with the story.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

Egg Toss

Materials

3-5 Plastic Open-able Easter Egg of the same colors (that close well!) or balls of crumpled foil of the same size Small piece of construction paper Paper and Marker Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Put a small piece of construction paper in one of the eggs (or in one piece of crumpled foil, if using foil). The other eggs/foil balls remain empty.

Playing the Game

Have the children spread out randomly (or in a circle) at about arms' distance apart.. Have the children begin to toss an egg around between each other. When the leader stays, "Freeze," the child with the egg opens it and reads the question to the group. If question is correctly answered, the egg is permanently retired. If the question is incorrectly answered, the egg goes back into the pile. The teacher (or the child who opened the egg) chooses another egg and play continues.

Game continues as number of questions, time, and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Forceball

Materials

One kick ball or other rubber ball Masking tape Yard stick Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Use the tape to mark 2 lines about 3 yards apart.

Playing the Game

Divide the children into two teams and have each team line up behind one of the lines.

Players should stand side to side, with legs apart and feet touching. The two teams are facing each other. Play starts as one team rolls (with their hands) the ball to the other team, trying to get it through the other team's legs without being blocked. The defending team cannot more their feet to block the ball. They can only blocks it with their hands. IF the ball gets through their legs, the other team can get 2 points if they can answer a Story Review question correctly. If they do not say it correctly, then the defending team can try for 1 point. The defending team then bats the ball and tries to get it through the other team's legs. The team with the most points wins.

Game continues as number of questions, time, and attention span allow.

Non-competitive option

This game is difficult to make completely non-competitive. You can, however, not keep track of points.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Give These to Farmer Brown

Materials

Straw hat Small Plastic Shovel, gardening glove or other farming implement, Shoe box or equivalent...or play clay 20 Drinking straws 20 Scraps of Construction paper Tape Paper and Marker Story Review Questions

Preparing the Game

1. Choose 20+ questions for your game from the Story Review Discussion Questions, or make up your own. 2. Make 20 flowers, using construction paper to make blossoms and taping them to drinking straw stems. Write a number on each flower that will correspond to each Story Review Question. Cut small slits in the top of the shoe box and stick each flower stem into one (or, take small lumps of clay and stick on bottom of stems for free-standing flowers.) Place the flowers in what will be the center of your circle.

3. Number the Story Review questions from 1-20.

Playing the Game

Have the children sit in a circle. Put the straw hat on your head and turn to the child on your right in the circle and say, "Give this to Farmer Brown!" Take the hat off and place it on the child's head. Tell him to pass it on, repeating the same phrase and taking off the hat and placing it on the next child's head. Then, put the glove/hold the shovel and turn to the child to your LEFT as say, "Give this to Farmer Brown". Take off the glove(shovel) and pass it over to the child and tell them to pass it on. That child continues to pass the glove/shovel to the left. At some point, the hat going to the right and the glove/shovel going to the right will meet at the same child. That child is " leader reads the question with the same number for the child to answer. Allow children to choose someone to help them with the answer if they are having difficulty.

Game continues until all children get to pick a flower; or as number of questions, time, and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Beanbag Scramble

Materials

Beanbags, enough for the all the children, minus 1 Drum, guitar or just your hands! Tape Small bowl or bag Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

Playing the Game

Beanbags are placed in a circle on the floor, with children forming a circle just outside the beanbags. Tell the children that you will beat a beat on the drum, strum a strum on the guitar, or clap your hands and they are to march to the beat. As the beat gets faster, they march faster. As it gets slower, they march slower, etc. Suddenly stop the music and the children scramble for the beanbags. The child who has no beanbag picks a question for the class to answer.

Game continues as number of questions, time, and attention span allow.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

REVIEW

'I'R I 'I'H

use as a story or concept review game

Storks

Materials

Three large, but soft balls Tape Bible Truth Questions

Preparing the Game

Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own.
 Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

GAME

Playing the Game

Divide the children into two teams, each on opposite sides of the room, facing each other. One team is "The Hunters". The other team is "The Storks." The hunters have three balls and they are to stand about twenty feet away from the storks, who are lined up, similarly to ten bowling pins. Storks are to balance on one leg without leaning on anything. They can switch from leg to leg, but must not stand on both at the same time. Read a question to the hunters. If they get it right, then one of the hunters gets three chances (3 balls) to roll the ball at the storks FAIRLY GENTLY and try to get them to put their other foot down. The Hunters score as many points as storks who lost their balance and put their foot down. Sides get switched when all the Hunters have had a turn: or, when they have been stumped by a question.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Set a target number of points for the whole group. Challenge the children to see how many turns it takes score the target number of points. Once the target has been reached, start the game over and see how many turns it takes to reach the target the second time.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

Silly Grand March

Materials

CD and CD player Small bowl or bag Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

Playing the Game

Have the children form partners, then form a big double circle. Tell the children to move however you command them to move, such as march, walk, skip, tip toes, big knee bends, pat head, fly like a bird, etc. (BUT NOT RUN!!!) when you play the music. But when the music stops, they and their partner are to grab hands and sit down as quickly as possibly. The last pair to sit down become the Question Choosers for the class. If the class answers it correctly, then the pair is added back into the group immediately. If not, then the pair stays out until another round when a correct answer is given to a question. (Feel free to add back incorrectly answered questions into the bag).

Game continues as number of questions, time, and attention span allow.

NOTE: Have the children who are "out" help make up actions for the other children to do, put them in charge of the music, etc. along with you. This will keep them happily occupied as they continue.

Non-competitive Option

Don't exclude the Question Choosers from the game, even if class gets the wrong answer.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

TRUTH

Menagerie

KKKLE

Materials Small Bag/Bowl Bible Truth Questions

Preparing the Game

Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own.
 Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

GAME

Playing the Game

Divide the children into three or four teams, depending on how many children you have. Each group of children is given the name of an animal and is assigned a corner of the room. You are "It" and stand in the middle of the room. When everyone is ready, give instructions to different groups of animals, such as "I want the bears to change places with the monkeys." The bears and monkeys when then run to change places. You, as It, will try to tag bears and monkeys. Choose a question from the bag to read to your caught animals. If they get it right, they are released to be back with their fellow animals. If not, they must wait until another, correct answer to be released.

Game continues as number of questions, time, and attention span allow.

REVEN

Non-competitive Option

Do not exclude "caught" animals from the game, even if they get the answer wrong. Instead release them back to their fellow animals and put the question back in the bag for review again.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Inspecting the Troops

Materials

Crown (if desired) Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

Playing the Game

Tell the children that they are the Queen's/King's soldiers and are to follow her/his every command. Have the soldiers march, pretend to hold out their swords, ride their horses, etc. Then, finally have them stand at attention, very still and showing no emotion. Tell them that you are the Queen/King and have come to inspect the troops. (Put on the crown). You have to remove anyone who is not very straight and still, and show no emotion. As you inspect the troops, make faces or say things to try to get the troops to break into a smile, etc. Watch them for movement. Whoever breaks a smile or moves, etc. told to step forward and must answer a question to be reinstated to the Troops. If it is just one soldier, he/she may choose two other soldiers to help them answer the question. If the soldier (and the soldiers he chose to help him) answer the question correctly, everyone goes back into the line. If they get it wrong, they must wait out one turn. If desired, let some of the children take turns being the king/queen.

Game continues as number of questions, time, and attention span allow.

NOTE: Have the children who remain out help you to give commands to the troops.

Non-competitive Option

Don't exclude the soldiers from the Troops, even if they get the wrong answer. Do put the answer back in the bag to be reviewed again.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

TRUTH

GAME use as a story or concept review game

Enemy Invaders

Materials

BIBLE

Index cards of two different colors (or use red and black playing cards, such as hearts and spades) Bible Truth Questions String or yarn Two chairs Masking Tape

REVEN

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own.

2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

3. Tie an end of the string to each chair and draw the line across the room where the teams will be. Preferably this line will be about 4' above the ground.

4. Tape a line about 6' to 9' from the string on each side.

5. Cut cards in half along the long side, making them about the same size as playing cards.

Playing the Game

Divide the children into two teams and have them stand (or kneel to make it even harder!) on their team's line. Give each child an index card, the same color for the children on one team. At your signal, have them try to toss their cards over the line and into their "enemy's" territory on the other side. Add up how many cards fell on each side. That is how many points they can win by answering a question. Choose a question for each team. If the team gets it wrong, the question goes to the other team for an extra point. Distribute the cards and play again.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Set a target number of points for the whole group. Challenge the children to see how many turns it takes score the target number of points. Once the target has been reached, start the game over and see how many turns it takes to reach the target the second time.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Help the Blind Man

Materials

Blindfold Cane Bible Truth Questions Bag/Bowl

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

Playing the Game

Children form a circle, with "It", a blind man, in the center. The circle moves slowly to the left or to the right at the Blind Man's command. Then, the Blind Man says, "Halt!" Everyone in the circle stands still. The Blind Man then begins walking out towards the circle of children, GENTLY touching his cane out until he touches someone. When he does, the blind man gets to choose a question from the bag for the teacher to read to the class. When they get a correct answer, the blind man gives up his blindfold to the other child who becomes the blind man, while the former blind man joins the circle.

Game continues as number of questions, time, and attention span allow.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

REVIEW

TRUTH

Squirrel and Nut

Materials

KIKI, E

Marble Chairs Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

GAME

Playing the Game

Have children seated in chairs in a circle, with their heads down and their eyes closed. "It" is in the middle and is holding the marble. He walks around quietly and chooses someone's lap to drop the marble into. The person who receives the marble jumps up and chases "It" around the circle and tries to tag "It" before "It" gets to the chair and sits down. Either the tagged old "It" or the new "It" gets to choose a question from the bag for the class to answer. Play continues after the question is answered. Be careful about running on slick floors! You may want to ask the children to walking rapidly instead.

Game continues as number of questions, time, and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Circle and Cross

Materials

Beanbags, 1 per child Masking Tape Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own.

2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

- 3. Tape a circle about 2' in diameter on the floor. Tape a large X in the middle of it.
- 4. Mark one team's set of beanbags with a small piece of masking tape or other distinguishing mark.

Playing the Game

Divide the children into two teams, giving the members of each team a beanbag of the same color or marking. Have all the children stand outside of the circle, about 6'back. At your signal, have the children toss their beanbags into the circle, trying to make them land on the taped X. Count up the beanbags for each team that landed on it. That's how many points their quiz question is worth. Choose a question for each team from the bag/bowl. If a team gets it wrong, the question goes to the other team for 1 point, if they can get the correct answer. Gather up the beanbags and continue play.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Set a target number of points for the whole group. Challenge the children to see how many turns it takes score the target number of points. Once the target has been reached, start the game over and see how many turns it takes to reach the target the second time.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

REVIEW

TRUTH

use as a story or concept review game

Rush to Safety

Materials

KIKI, E

Construction Paper CD and CD player Masking Tape Small bowl or bag Bible Truth Questions

Preparing the Game

Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own.
 Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.
 Cut circles about 9" in diameter, enough for every child but one.
 Tape the circles on the floor around the room.

GAME

4. Tape the circles on the floor around the room.

Playing the Game

Point out the safety spot circles on the floor. Tell the children that you will tell the children to move however you command them to move, such as march, walk, skip, crab crawl, etc. (BUT NOT RUN!!!) when you play the music. But when the music stops, they are to get to a safety spot. Show them that there is one spot too few for them all so that someone will be caught out. The child who has no safety spot picks a question for the class to answer. If the class answers it correctly, then the child is added back into the group. If not, then the child stays out and another safety spot is removed.

Game continues as number of questions, time, and attention span allow.

NOTE: Have the children who are "out" help make up actions for the other children to do, put them in charge of the music, etc. along with you. This will keep them happily occupied as they continue.

Non-competitive Option

Have the child without a safety spot choose a question for the class, but then join the game, even if the class gets it wrong. Add the question back into the bag for further review. Don't reduce the number of safety spots.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Circus Lions

Materials

Optional funny wig, glasses, hat, etc. Hula hoop, etc. Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

Playing the Game

Tell the children that they are circus lions. Have them get on all four and roar and roam like lions. Have them "jump" through a hula hoop, etc. Then tell them they are getting very, very sleepy and must lie down...on their backs... in their den. Tell them that sleeping lions lie very still, make no noise, and keep their eyes open! Tell them that you are the Lion Trainer and are trying to wake up the Sleeping, Lazy Lions to perform in the circus. Any lion that makes a move, a sound or smiles will have to get up! Put on your funny wig, glasses, hat, etc. and make your rounds, trying to catch the lions moving, making noise or to make them smile. Lions who are caught are asked to answer a question correctly as their circus trick to before they can go back to their den. Have one of the lions caught to pick a question. Read it to the whole class and take their answers. If they don't get it right, then the child/children must stay out until the next round and next correct answer. If desired, let some of the children take turns being the Lion Trainer.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Let all the caught lions join back into the circus, even if the class answers a question incorrectly. Put the question back in the bag for further review.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

REVIEW

use as a story or concept review game

Beanbag Grand March

TRUTH

Materials

KIKLE

Small bowl or bag 1 Bean Bag per child CD and CD player Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

GAME

Playing the Game

Have the children form partners, then form a big double circle. Give each child a bean bag. Have them balance them on their heads. Tell the children that you will start the music and tell the children to move however you command them to move, such as march, walk, skip, tip toes, big knee bends, pat head, fly like a bird, etc. (BUT NOT RUN!!!) and try not to let their bean bag fall off their heads. When/if the bean bag falls off, a team is to sit down. When the music stops, all of the seated children are asked a question. If they get the right answer, then everyone is released to the march again. If not, then they must wait until the next time a question is asked and answered correctly.

Game continues as number of questions, time, and attention span allow.

NOTE: Have the children who are "out" help make up actions for the other children to do, put them in charge of the music, etc. along with you. This will keep them happily occupied as they continue.

Non-competitive Option

Let all the children whose beanbag fell join back into the march, even if the class misses the question. Add the missed question back into the bag for further review.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Omit! Obey!

Materials

Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

Playing the Game

Divide the children into two teams, having them line up in straight lines, arms' length apart, side to side. The leader stands at one end of the two lines and tells the children that he/she will tell them to do a certain action, saying "Obey" or "Omit" right before doing it. Children are to do the action if the leader says "Obey", but NOT do it if they say "Omit" first. Any child caught moving when the leader has said "Omit" is identified and is the Question Chooser for the class. If the class answers the question correctly, then the child resumes play. If not, then the child must sit out until another round when a correct answer is given.

Game continues as number of questions, time, and attention span allow.

NOTE: Have children who are "Out" help give you ideas for actions.

Non-competitive Option

Let the Question Chooser immediately back into the game, even if the class misses the question. Add the missed question back into the bag for further review.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

TRUTH

use as a story or concept review game

Sit Ball

RIRLE

Materials

Two or Three soft baseball sized balls. Or, could use beach balls Bible Truth Questions

REVIEW

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

GAME

Playing the Game

Have children sit is a circle on the ground, with about 2' spacing. Give them two or three soft indoor baseballs and are to throw them from one to another, avoiding "It" who is moving around trying to catch one. When a ball is caught, the child who threw the ball chooses a question for the class to answer. If correctly answered, the player becomes the new "It". If not, then the old "It" remains in place.

Game continues as number of questions, time, and attention span allow.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Red Light, Green Light...for Storks

Materials

Tape Bible Truth Questions

Preparing the Game

Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own.
 Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.
 Tape a starting line and finish line at each and of the room.

3. Tape a starting line and finish line at each end of the room.

Playing the Game

Have all the children stand facing you on the starting line. Tell them that you are the traffic light controller for storks. When you say "Green light" they can move forward with your back towards them. But when you say "Red light" they must freeze in stork position, balancing on one leg. You will turn around quickly and try to catch anyone moving or off balance. These children will choose a question to ask the class. If the class gets it right, then the children can join the game back at Start. If they do not, then the children have to wait it out until another round when a correct answer is given. Whoever makes it to the finish line first becomes the new traffic light controller for storks.

Game continues as number of questions, time, and attention span allow.

Optional <u>TAKING IT TO OTHERS</u> Activity: Quiz Questions

REVERW

Circle and Basket

Materials

Beanbags, 1 per child Basket Masking Tape Bible Truth Questions

Preparing the Game

1. Choose 20+ questions for your game from the Bible Truth Discussion Questions, or make up your own. 2. Write the Bible Truth questions on small thin strips of paper (or make a photocopy of the Bible Truth Discussion Questions and simply cut them into strips) and put them in the bag/bowl.

3. Mark one team's set of beanbags with a small piece of masking tape or other distinguishing mark.

GAME

Playing the Game

Divide the children into two teams, giving the members of each team a beanbag of the same color or marking. Have all the children stand in a circle around the basket, about 6' back. At your signal, have the children toss their beanbags into basket, trying to make get them in. Count up the beanbags for each team that landed in it.. That's how many points their quiz question is worth. Choose a question for each team from the bag/bowl. If a team gets it wrong, the question goes to the other team for 1 point, if they can get the correct answer. Gather up the beanbags and continue play.

If desired, use different sized baskets, or move closer or further away from the basket to add challenge to the game.

Game continues as number of questions, time, and attention span allow.

Non-competitive Option

Set a target number of points for the whole group. Challenge the children to see how many turns it takes score the target number of points. Once the target has been reached, start the game over and see how many turns it takes to reach the target the second time.

Optional TAKING IT TO OTHERS Activity: Quiz Questions

Use the words and sign language from your song to play this game!

Word Take Away

Materials

Sign Language Signs and Song White board and marker Eraser

Preparing the Game

1. Write the words to the song on a white board.

Playing the Game

- 1. After children have learned the song and signs well, then tell the children that you are going to leave out words from the song (that you've learned signs for) and just do the sign in its place.
- 2. Have the children help you choose a word to take out. Erase the word from the board. Review the sign the for erased word.
- 3. Sing the song, trying to remember to NOT sing the word and do only the sign.
- 4. Continue to take out words until all of the words (with signs) have been taken out.

Game continues as number of questions, time, and attention span allow.

Use the words and sign language from your song to play this game!

Big Voice, Little Voice

Materials

Song Sign language signs used in the song printed out onto little cards Blindfold

Preparing the Game

None.

Playing the Game

1. Practice the song and signs until the children know them well. Then tell them: "Children, we are going hide a sign language sign and see if one of you can find it... with a little help from the rest of us!"

2. Choose someone to be "It" and blindfold them. Choose another child to hide one of the sign language cards. When it's hidden, "It" can remove the blindfold and begin to look.

3. The rest of the children will sing the song in a louder voice when "It" gets closer to the hidden sign and quieter when "It" gets further from the sign.

4. When "It" finds the hidden clue, another "It" is chosen and play begins again.

Game continues as number of questions, time, and attention span allow.

Use the words and sign language from your song to play this game!

Sign It, Say It, What Does It Mean?

Materials

Sign Language signs used in song, particularly choose words with important meanings you want the children to learn, such as "grace", "redeem", etc.

Bag or bowl

Preparing the Game

1. Cut out signs and put in bowl.

Playing the Game

1. Practice the song and signs until the children know them well. Then put all the signs we've learned in this bag/ bowl and mix them up.

2. Ask one of the children to choose a sign, but not show it to anyone...but you, if they need some help.

3. Ask the child to do the sign for the rest of the children and see if the other children can guess which one it is. Do the sign with the child, if desired.

4. When the children guess the sign, ask them the meaning of the word. If no one guesses the sign, put it back in the bowl to be picked again.

5. Choose another child to pick a new sign from the bag and continue.

NOTE: You might want to sing the song after you do each word or couple of words.

Game continues as number of questions, time, and attention span allow.

Use the words and sign language from your song to play this game!

Pass the Secret Sign

Materials

Sign Language signs used in song, particularly choose words with important meanings you want the children to learn, such as "grace", "redeem", etc. Bag or bowl Blindfold

Preparing the Game

1. Cut out signs and put in bowl.

Playing the Game

1. Practice the song and signs until the children know them well.

2. Have all the children stand in a tight circle, except one, "It." who will stand in the middle of the circle, blindfolded. 3. Have the children in the circle to put their hands behind their backs. Choose a sign from the bag and hand to a child in the circle, still keeping hands behind their backs, not looking at the sign.

4. When "It" says "Pass the Secret Sign", the children will begin to pass the sign around behind their backs.

5. When "It" says "Stop the Passing!" the child who has the sign freezes with the sign behind his back.

6. The child with the sign brings it around and looks at it. You can help the child practice the sign.

7. Then take the blindfold off of "It", watch the child with the card do the sign, then have "It" guess the name of the sign. (If desired, "It" can ask another child in the circle for help with their guess.)

8. The holder of the sign then becomes "It." Sing the song with all the signs, then repeat.

SONG AND SIGN LANGUAGE GAME

Use the words and sign language from your song to play this game!

Mimic Me!

Materials Sign Language Song

Preparing the Game

None.

Playing the Game

1. Practice the song and signs until the children know them well. Choose a person to be the leader and let them decide upon an action for everyone to do as they sing the song, such as jump on one foot, etc.

2. Sing the song while doing the chosen action.

3. Select another child to be the leader.

4. If desired, you can choose a different action for different important words in the song, such as jump on one foot when you sing the word "grace", but clap your hands when you sing the word "Jesus". Ask the children the meaning of each of the words before adding in their action.

Game continues as number of questions, time, and attention span allow.

See Praise Factory Songbooks or consult a Sign Language Dictionary for Sign Language

Picture Run

Materials

Information for two VIPPs 2 Sets of Clue Cards Tape Different color construction paper for each picture.

Preparing the Game

- 1. Fill in one set of clue sheets for each VIPP you are using.
- 2. Put all the Clue Cards in a bag, except for the ones with the names and pictures of the VIPPs.
- 3. Use tape to put up the pictures of each VIPP on a piece of construction paper. Tape each up in a different location/wall around the room.

Playing the Game

Reveal: Tell the children about the VIPPs, showing them your filled-in clue cards as you tell about them.

Review: Put the Clue Cards for the VIPPS put in a bag. Mix up. Have children stand together in middle of the room. Tell them that you will pull out a clue card, show it to them, and they are to run to the picture of the person who it belongs to. Give them the answer after everyone has run to their guessed person. Continue until all clues have been used up. (If you have a slick floor, you may want to avoid running. Make it fun by giving them a different way to go to each picture, such as skip or hop.)

Use your VIPP Clue Cards to play this game

Mix and Match

Materials

Information for two VIPPs 2 Set of Clue Cards Bag

Preparing the Game

Fill in one set of clue sheets for each of the VIPPs you are using.
 Put all the Clue Cards in a bag, except for the ones with the names and pictures of the VIPPs.

Playing the Game

Reveal: Tell the children about each VIPP, showing them your filled-in clue cards as you tell about them.

Review: Put all the Clue Cards for both VIPPS in the bag. Mix up. Have children take turns pulling clues out and have the class try to remember which clue goes with which VIPP. You can make this a team game by splitting the children into two teams and giving points when their team players correctly put a clue in the right place.

Hit the Wall

Materials

Information Sheet for one VIPP 2 Set of Clue Cards 8 8.5" x 11" Manilla Envelopes Nerf Ball or other soft ball for indoor use

Preparing the Game

- 1. Fill in one set of clue sheets for the VIPP you are using.
- 2. Tape the other (blank) set of Clue Cards to the outside of the manilla envelopes.
- 3. Put the filled-in clue cards in the corresponding envelope.

4. Tape the envelopes to the wall.

Playing the Game

Reveal: Tell the children about the VIPP, showing them your filled-in clue cards as you tell about them.

Review: Have the children take turns trying to hit an envelope with the ball. The teacher (or the child) tells the Clue Card category. The other children try to remember what the VIPP's answer was. Open it up and see if they got it right. If they did, the Clue Card is retired. If not, it can be added back into the Clue Cards to be aimed at.

Use your VIPP Clue Cards to play this game

Crabbin' Around

Materials

Information Sheet for two VIPPs 2 Sets of Clue Cards Tape A Bag

Preparing the Game

1. Fill in one set of clue sheets for the VIPP you are using.

- 2. Put all the Clue Cards in a bag, except for the ones with the names and pictures of the VIPPs.
- 3. Tape the picture and name of each VIPP to the wall, about 3 feet from the ground.

Playing the Game

Reveal: Tell the children about the VIPPs, showing them your filled-in clue cards as you tell about them.

Review: Put the Clue Cards for both VIPPS put in one bag. Mix up. Have children sit down, with their legs in front of them and their hands propped behind them. Show them how to get in crab position and try moving around. (Moving on hands and feet, with front side facing up). Tell them that you will pull out a clue, tell them what it is and they are to crab-crawl their way to the picture of the person who it belongs to. Give them the answer after everyone has run to their guessed person. Continue until all clues have been used up.

Hot and Cold Hide

Materials

Information Sheet for one VIPP 2 Set of Clue Cards 8 8.5" x 11" Manilla Envelopes Blindfold

Preparing the Game

- 1. Fill in one set of clue sheets for the VIPP you are using.
- 2. Tape the other (blank) set of Clue Cards to the outside of the manilla envelopes.
- 3. Put the filled-in clue cards in the corresponding envelope.

Playing the Game

Reveal: Tell the children about the VIPP, showing them your filled-in clue cards as you tell about them.

Review: Choose one child to be "The Finder" and cover his eyes with the blindfold. Choose one of the Clue Card envelopes. Choose another child to be "The Hider". This child will hide the envelope somewhere in the room. When the clue is hidden, the Finder takes off his blindfold and begins to look for the envelope. The other children say "hot, cold, etc" as the child gets closer or further from the envelope to help the child find it. When the folder is found, the teacher (or the child) tells the Clue Card category. The other children try to remember what the VIPP's answer was. Open it up and see if they got it right. If they did, the Clue Card is retired. If not, it can be added back into the Clue Cards to be hidden.

Use your VIPP Clue Cards to play this game

Beanbag Toss In

Materials

Information for one VIPP 2 Sets of Clue Cards 8 Letter-sized Envelopes or folders Bean Bag(s), one per child Tape

Preparing the Game

1. Fill in one set of clue sheets for the VIPP you are using.

- 2. Tape the other (blank) set of Clue Cards to the outside of the manilla envelopes.
- 3. Put the filled-in clue cards in the corresponding envelope.
- 4. Tape each down to the floor, fairly close together.

Playing the Game

Reveal: Tell the children about the VIPP, showing them your filled-in clue cards as you tell about them.

Review: At your signal, have the children take toss their bean bags onto the envelopes. Then one that has the most bean bags on it./near it is the one you will open. (The children may have fun taking turns designating one as the target before tossing.) The teacher (or the child) tells the Clue Card category. The other children try to remember what the VIPP's answer was. Open it up and see if they got it right. If they did, the Clue Card is retired. If not, it can be added back into the Clue Cards to be tossed at.

Over, Under and Throw

Materials

Information Sheet for one VIPP 2 Set of Clue Cards 8 8.5" x 11" Manilla Envelopes Nerf Ball or other soft ball for indoor use Box or basket big enough for the envelopes to fit in and the ball to land in.

Preparing the Game

1. Fill in one set of clue sheets for the VIPP you are using.

2. Tape the other (blank) set of Clue Cards to the outside of the manilla envelopes.

3. Put the filled-in clue cards in the corresponding envelope.

4. Put all the Clue Cards envelopes in a bag, except for the ones with the names and pictures of the VIPPs.

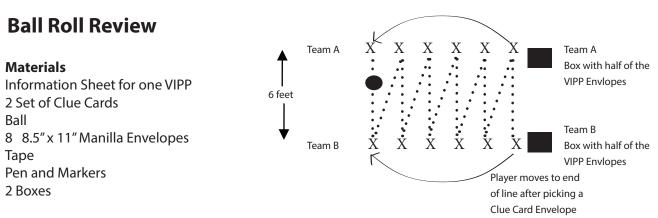
5. Place the envelopes in the basket, a good shooting distance from where the child at the head of the line will stand.

Playing the Game

Reveal: Tell the children about the VIPP, showing them your filled-in clue cards as you tell about them.

Review: Have the children line up, all facing forward. Give the ball to the last child in line. At your signal, have them pass the ball to the next child with an overhead pass; then that child passes the ball through the legs of the next child, etc. until the ball reaches the first child. The first child in line then tries to make a basket. If he succeeds, he gets to go up and pick out an envelope to open. the teacher (or the child) tells the Clue Card category. The other children try to remember what the VIPP's answer was. Open it up and see if they got it right. If they did, the Clue Card is retired. If not, it can be added back with the Clue Cards in the basket. Game continues until all the envelopes have been retired or as time or attention span allows.

Use your VIPP Clue Cards to play this game



Preparing the Game

1. Fill in one set of clue sheets for the VIPP you are using.

2. Tape the other (blank) set of Clue Cards to the outside of the manilla envelopes.

3. Put the filled-in clue cards in the corresponding envelope.

4. Put half the Clue Card Envelopes in one box and the other half in the other box. These are the Team A and Team B Boxes.

Playing the Game

Reveal: Tell the children about the VIPP, showing them your filled-in clue cards as you tell about them.

Review: Have the children break into two even groups and sit down on the floor facing each other, with about a 6' spread between the 2 lines (see diagram above). For Round 1, Give the ball to the first child in Team A and have them roll it across to the child on Team B directly across from them. Then, that Team B child rolls it back across to the next child on Team A, etc. all the way down the line to the last child on Team B. The last child to get the ball will then pick a Clue Card envelope out of their team's box. They (or the teacher) will tell the group and the Clue Card category by looking at the picture of the Clue Card on the outside of the envelope. Have the children try to remember the VIPP's answer to the category. If the class gets it right, the category is "retired". If they get it wrong, then it gets put back in the pile of category envelopes. The child who picked the Clue Card, then takes their place at the other end of the line. They begin Round 2 by rolling the ball to the first person on Team A, etc. This time, the ball will end up with the last child in the Team A line. ending with the last child in the other line, who gets up and chooses a clue from their Clue Card box. Continue until all the clues have been chosen/answered correctly.

Stop and Go

Materials

Information for one VIPP 2 Sets of Clue Cards 8 8.5" x 11" Manilla Envelopes Ball Blindfold Bag

Preparing the Game

- 1. Fill in one set of clue sheets for the VIPP you are using.
- 2. Tape the other (blank) set of Clue Cards to the outside of the manilla envelopes.
- 3. Put the filled-in clue cards in the corresponding envelope.
- 4. Put all the Clue Cards envelopes in a bag, except for the ones with the names and pictures of the VIPPs.

Playing the Game

Reveal: Tell the children about the VIPP, showing them your filled-in clue cards as you tell about them.

Review: Have the children stand or sit in a circle. Choose one child to be the Caller. The Caller stands in the center of the circle, blindfolded. Hand the ball to a child in the circle. At the Caller's "Go" command, the ball is passed around the circle. It is passed around until the Caller says "Stop." Whoever has the ball when the Caller says stop chooses a Clue Card envelope. The child (or the teacher) tells the class the Clue Card category and asks them if they can remember the answer for the VIPP. The envelope is opened to see what the answer is. If the children get it right, the category is retired. If they get it wrong, it goes back into the pile of envelopes.

VIPP INFORMATION SHEET

VIPP NAME:

VIPP GROUP OF SERVICE:

Church Member Deacon

3 WAYS TO PRAY FOR

THE VIPP

Elder Church Staff

Special Volunteer Supported Worker (Missionary)

P.3

3 WAYS VIPP SERVES CHURCH

WHAT VIPP LOOKS LIKE

Man or Woman? _____

Hair color? _____

Eye color?_____

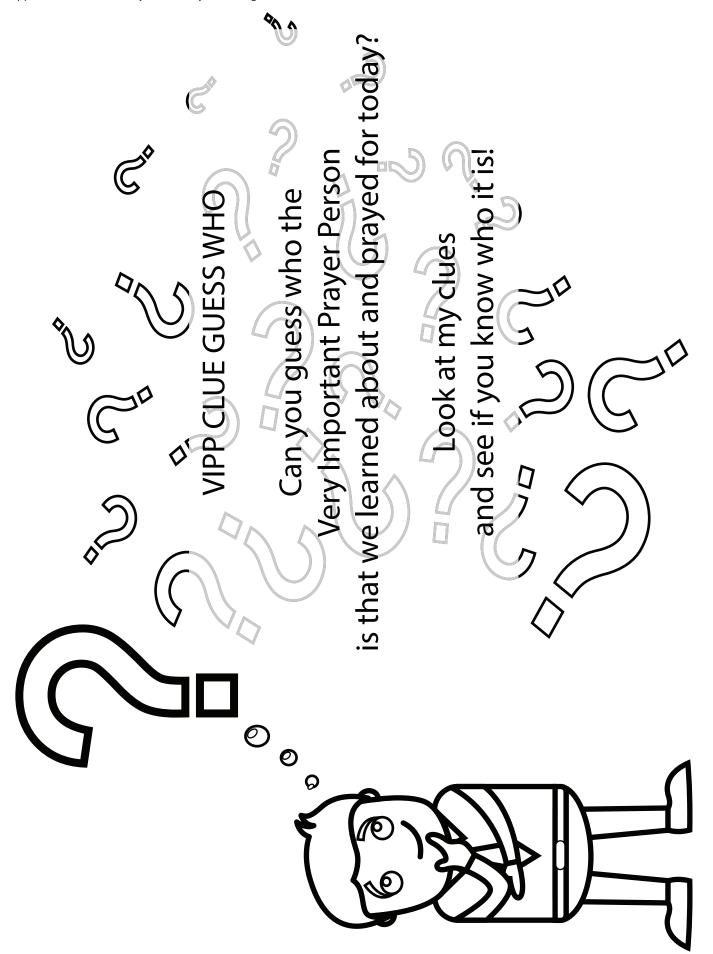
FAVORITE ANIMAL

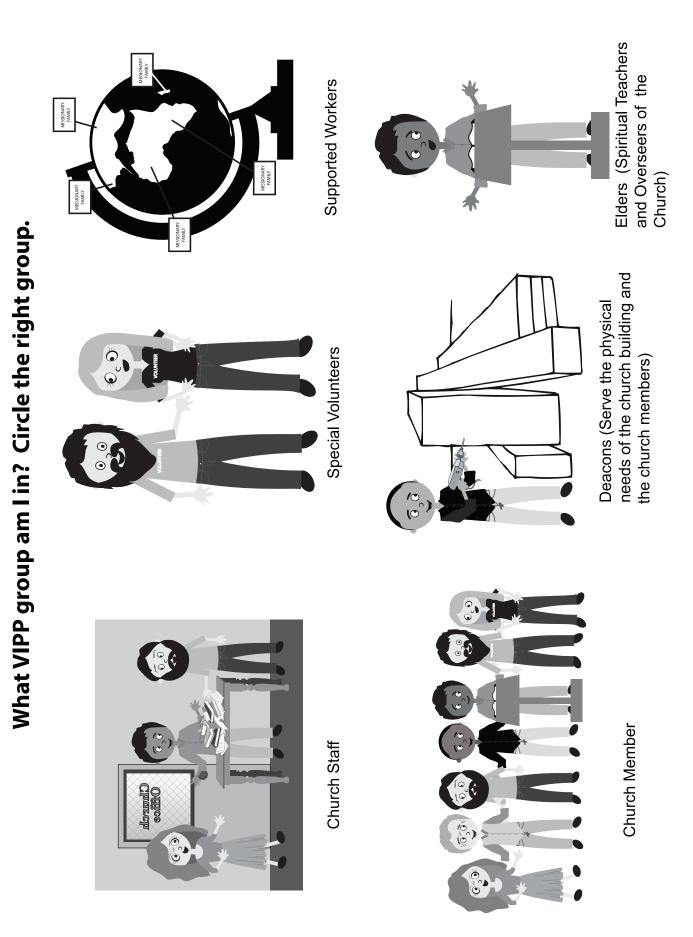
FAVORITE FOOD

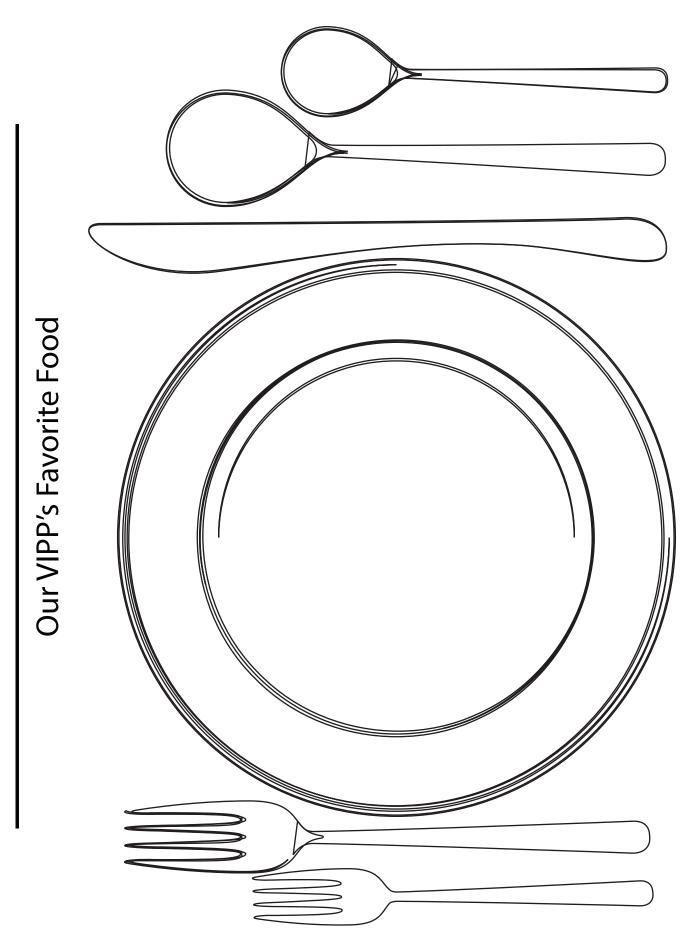
FAVORITE FREE TIME ACTIVITY

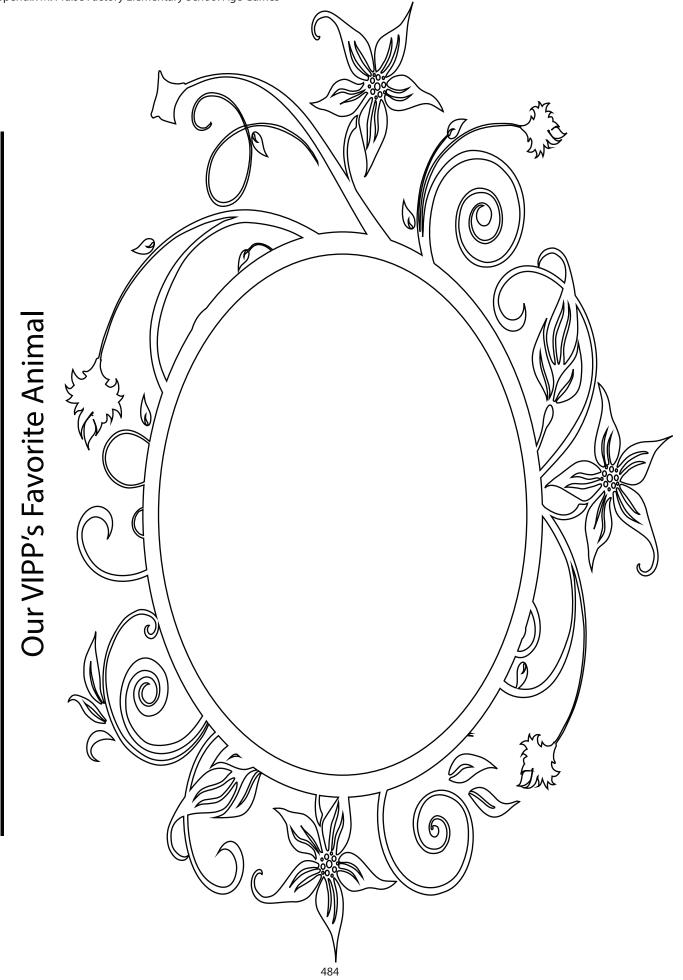
WHAT VIPP DOES DURING WEEK

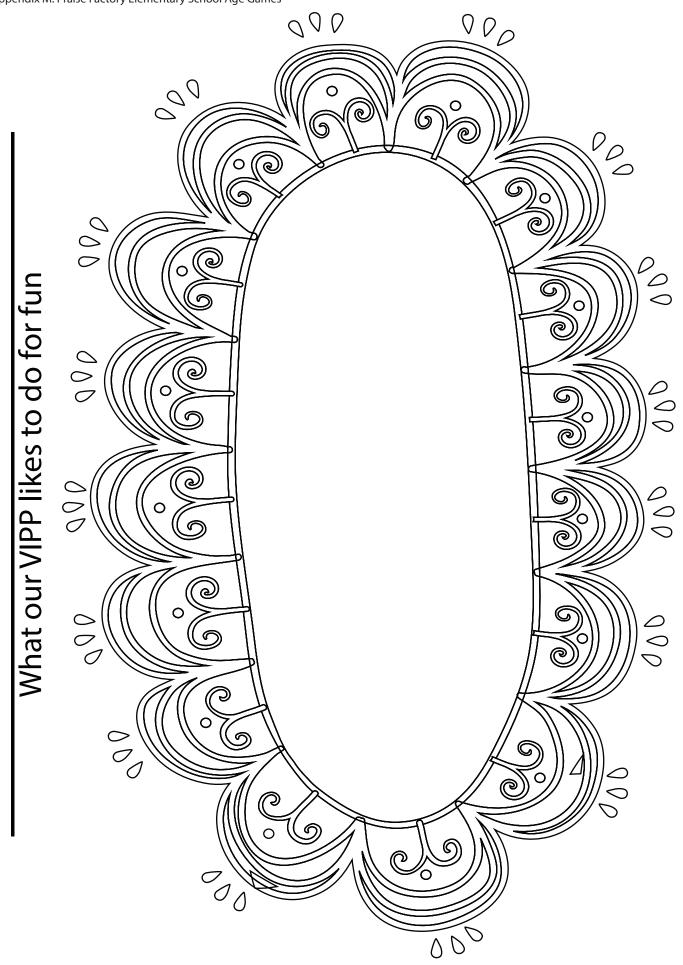
Appendix M: Praise Factory Elementary School Age Games

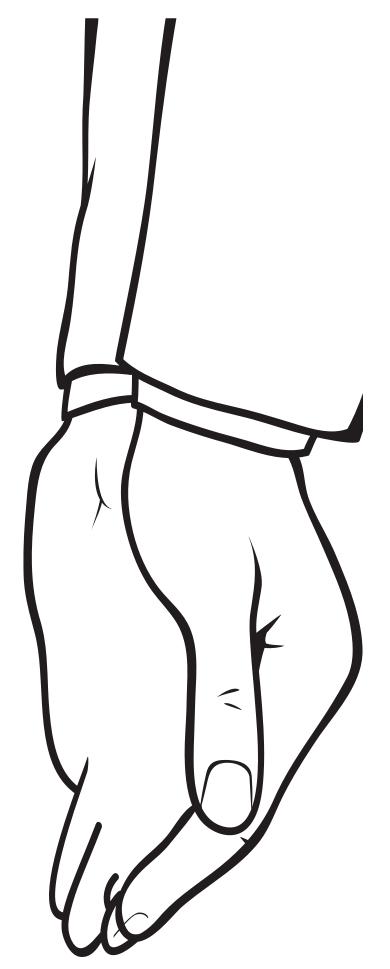


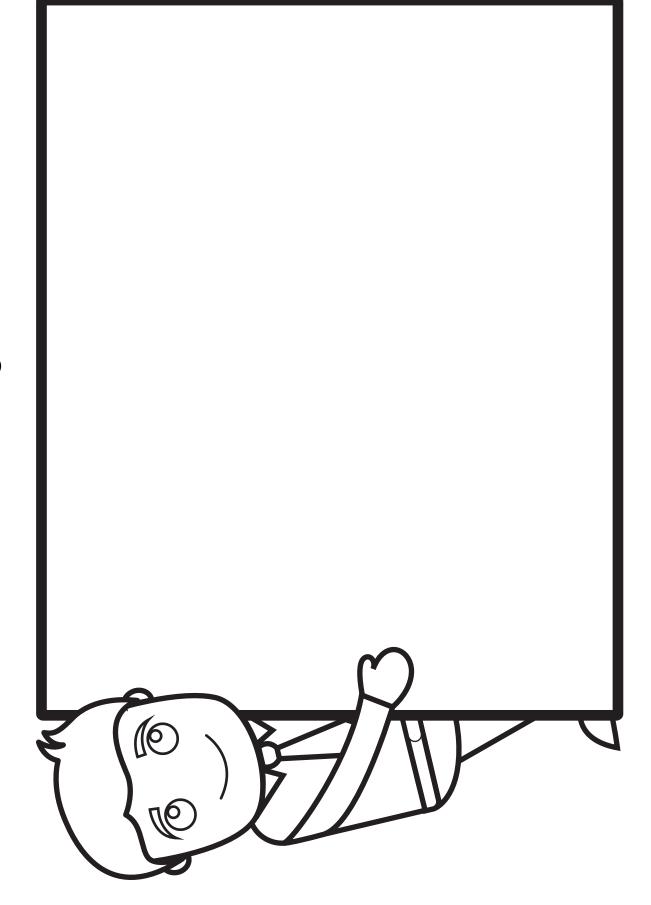


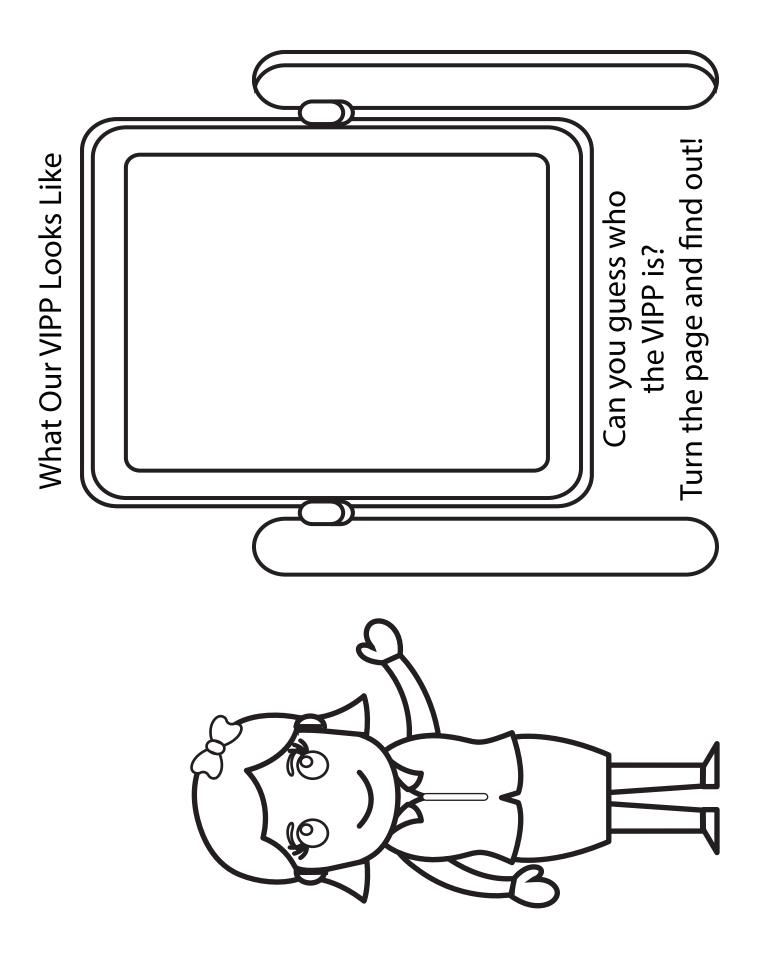


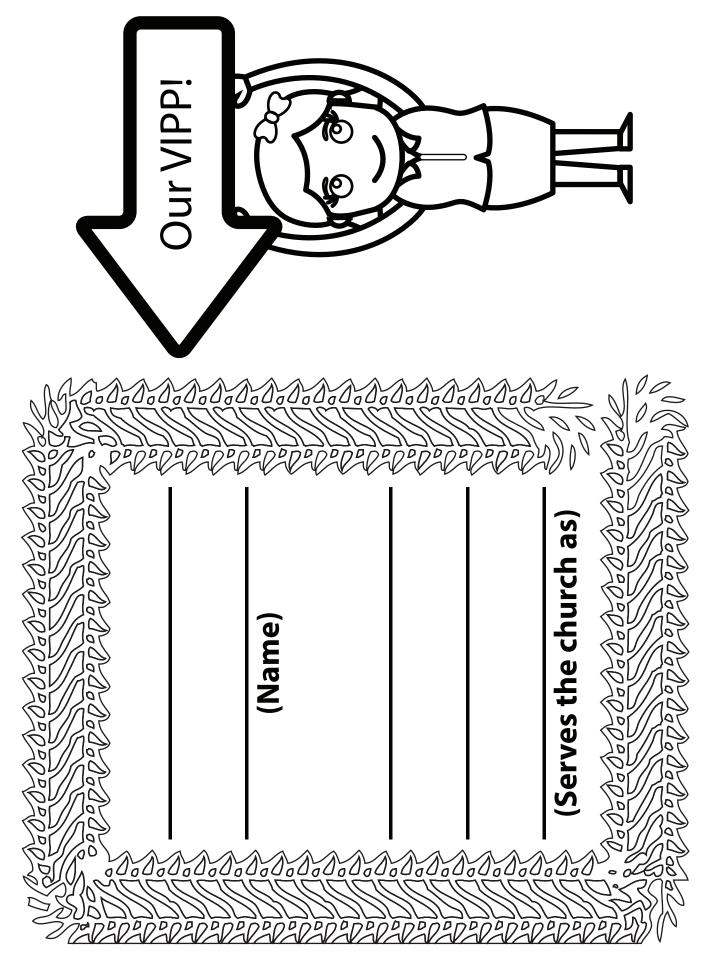


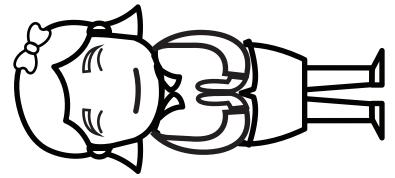




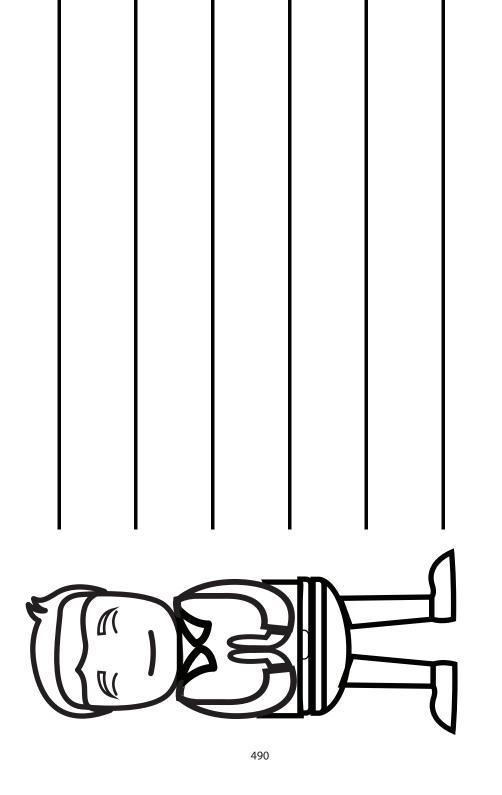








Let's Pray for Our VIPP!



Appendix M: Praise Factory Elementary School Age Games **Praise Factory Investigators Unit 1 (Big Question 1), Bible Truth 1--ESV** Sample VIPP from CHBC (2 pages)

Jonathan Leeman Elder	
Group of Service:	Elder
Favorite Food:	Deep Dish Pepperoni Pizza
Favorite Animal	Lion
Favorite Free Time Activity	Reading
Job during the Week	Works at Capitol Hill Baptist Church for 9Marks Ministries and a Writer and an Editor (fixes the writings of others to make them better)
Three Ways He/She Serves 1.	Meets with members of the church to know their needs and to best care for them.
2.	Teaches the Bible to adults in Sunday school and in the evening service
3.	Meets with the other elders until long after midnight to make wise recommendations to the members about church matters.
What He/She Looks Like	Bald, blue eyes, man
Guess Who and What	Jonathan Leeman: Elder
Three Ways to Pray for Him/Her 1.	Spend more time in prayer for the congregation.
2.	He would spend more time reading the Bible and God would help him understand the Bible as he reads it.
3.	Care for the people in this church with God's love and wisdom.

Appendix M: Praise Factory Elementary School Age Games

This description and many others are available on the PF website as word documents so you can use them and shape them for your own church, if desired

Elder

The Bible talks about churches choosing men who love God and live for Him with all their lives to be leaders. The word for these men is "elder". Elders are men who oversee the spiritual needs of our church. They teach us. They think and pray about important issues for our church and how we can live out lives that please God, they help settle problems and they care for the members of the church. They spend lots of time praying for all of the members of the church and their families. They pray for God's guidance for our church. The church members votes on who their elders will be. They look at how they live their lives and lead and take care of their families. They look at how they serve others and how they teach to decide if they might be a good elder.

Our elders meet about every other week for many, many long hours. They start their meetings with prayer. They often pray for over an hour before they even start discussing anything else. Their meetings often are 7 or 8 hours long and go late, late into the night. They are often very tired the next day, but they still go to work. Why do these men do this? Because they love the people of the church and want to serve them the best they can.

Besides these meetings, each elder spends many hours meeting with other people and preparing to teach.

Let's thank God for our Elders and ask that He give them wisdom and strength to lead our church well.

Appendix N: Using Praise Factory Curriculum in VBS, Camps, and other Multi-Age Programs

Appendix N: Using Praise Factory Curriculum in VBS, Camps and Other Multi-Age Programs

VBS, Camps and Other Programs

Programs like camps, VBS and short-term missions Children's Ministry usually involve such a wide, age-range of children that it's best to use two or three curriculums, instead of just one, to meet everyone's learning level. This is easy to do with the Praise Factory family of curriculum, since you are using the same, sixteen Big Question Units in all three curriculums.

There are so many ways to do these programs. Here are the most common ones I've heard of:

- One, half day
- One, full day
- One evening
- Friday Night-Saturday
- Five, half days
- Five, full days
- Five evenings in a row
- Five one-day evenings (such as five Wednesday nights in a row)
- Two, five-day weeks in a row

Although these programs take place at many different times, they typically run one of three, standard lengths of time:

- 1 1/2 hour programs
- 2 1/2 hour programs
- 6 hour programs

Here are session suggestions for each of these three lengths of programs:

NOTE: I have put some place holder times in schedules. You change them to your actual times.

1 1/2 Hour Multi- Age Programs

1 1/2 Hour Program (for 2 year olds):

- 9:00 Free Play/Activity Centers
- 9:15 Opening Circle Time (Singing, Big Question, Bible Verse and Bible Story)
- 9:30 Free Play/Activity Centers
- 9:45 Activities: Game, Craft and/or Music
- 10:20 Closing Circle Time
- 10:30 Dismissal

1 1/2 Hour Program (for ages 3-5): Hide 'n' Seek Kids or Deep Down Detectives Session, as written

1 1/2 Hour Program (for elementary age kids): Praise Factory Investigators Session, as written

VBS, Camps and Other Programs: 1 1/2 Hour Schedule

1 1/2 Hour Program (for 2 year olds): (Hide 'n' Seek Kids or Deep Down Detectives)

- (9:15 Early Arriver Activity a few puzzles or paper and crayons on a table)
- 9:30 Activity Centers
- 9:40 Clean Up Toys
- 9:45 Opening Circle Time (Add actions to songs to make this time more active)
- 10:05 Craft Time (Use one of the Extra Crafts)
- 10:15 Play with Toys /Check Diapers/Potty Break
- 10:25 Clean Up Toys
- 10:30 Memory Verse Time: Music, Movement & Memory; Bible Verse Review Game
- 10:40 Snack Time
- 10:50 Closing Time/Take Home Sheet/Coloring Time (Ask them the Closing Time questions as they are coloring at the tables)
- 11:00 Parents come

1 1/2 Hour Program (for 3-preK 5 year olds): (Hide 'n' Seek Kids or Deep Down Detectives)

- (9:15 Early Arriver Activity a few puzzles or paper and crayons on a table)
- 9:30 Activity Centers
- 9:40 Clean Up Toys
- 9:45 Opening Circle Time (Add actions to songs to make this time more active)
- 10:05 Craft Time (Use one of the Extra Crafts)
- 10:15 Play with Toys /Check Diapers/Potty Break
- 10:25 Clean Up Toys
- 10:30 Memory Verse Time: Music, Movement & Memory; Bible Verse Review Game
- 10:40 Snack Time
- 10:50 Closing Time/Take Home Sheet/Coloring Time (Ask them the Closing Time questions as they are coloring at the tables)
- 11:00 Parents come

1 1/2 Hour Program--elementary school (Praise Factory Investigators)

- 9:00 Opening Large Group Time: Welcome, Singing
- 9:15 Opening Large Group Time: Big Question, Bible Truth, Bible Verse and Bible Story
- 9:45 Small Group Activities (Discussion and Games/Music/Craft Activities) If desired, each small group can prepare their activity for Small Group Presentations in Closing Large Group.
- 10:15 Closing Large Group Time: Small Group Presentations and/or Singing
- 10:30 Dismissal

VBS, Camps and Other Programs: 2 1/2 Hour Schedule

2 1/2 Hour Program (for 2 year olds): (Hide 'n' Seek Kids or Deep Down Detectives)

- (8:45 Early Arriver Activity a few puzzles or paper and crayons on a table)
- 9:00 Activity Centers (first set)
- 9:10 Clean Up Toys
- 9:15 Opening Circle Time (Add actions to songs to make this time more active)
- 9:25 Activity Centers (first set)
- 9:35 Craft Time (Use one of the Extra Crafts)
- 9:45 Play with Toys /Check Diapers/Potty Break 2
- 9:55 Clean Up Toys
- 10:00 Snack Time
- 10:10 Memory Verse Time: Music, Movement & Memory; Bible Verse Review Game
- 10:20 Activity Centers (second set)
- 10:30 Clean Up Toys
- 10:45 Craft Time (one of the extra crafts)
- 10:55 Play with Toys /Check Diapers/Potty Break 2
- 11:00 Clean up Toys
- 11:05 Active Indoor/Outdoor Play
- 11:25 Closing Time Circle Time
- 11:15 Coloring Time/Take Home Sheet
- 11:30 Parents come

2 1/2 Hour Program (for 3-preK 5 year olds): (Hide 'n' Seek Kids or Deep Down Detectives)

- (8:45 Early Arriver Activity a few puzzles or paper and crayons on a table)
- 9:00 Activity Centers (first set)
- 9:15 Clean Up Toys
- 9:20 Opening Circle Time (Add actions to songs to make this time more active)
- 9:40 Craft Time (Use one of the Extra Crafts)
- 9:55 Activity Centers (first set)
- 10:10 Clean Up Toys
- 10:15 Potty Break/Wash Hands
- 10:25 Snack Time
- 10:35 Active Indoor/Outdoor Play OR Activity Centers (second set)
- 10:50 Clean Up Toys
- 10:55 Memory Verse Time: Music, Movement & Memory; Bible Verse Review Game
- 11:10 Closing Time Circle Time
- 11:20 Coloring Time/Take Home Sheet
- 11:30 Parents come

2 1/2 Hour Program--elementary school (Praise Factory Investigators)

- 9:00 Opening Large Group Time: Welcome, Singing
- 9:15 Opening Large Group Time: Big Question, Bible Truth, Bible Verse and Bible Story
- 9:45 Small Group Activity 1: Discussion and Craft Activity
- 10:15 Active Outdoor/Indoor Play
- 10:30 Snack (Story-related snack) ACTS and Discussion Time (related to activity they are about to do 10:45 Small Group Activity 2: (Prepare this one for presentation to the rest of the children during Closing Large Group Time, if desired)
- 11:15: Closing Large Group Time: Small Group Presentations and/or Singing
- 11:30 Dismissal

VBS, Camps and Other Programs: 6 Hour Schedule

6 Hour (Full Day) Program (for 3-preK 5 year olds): (Hide 'n' Seek Kids or Deep Down Detectives)

Use one Bible Truth and Bible story for the whole day's session. Afternoon provides an opportunity for reinforcement. **Morning Schedule**

- 8:45 Early Arriver Activity a few puzzles or paper and crayons on a table)
- 9:00 Activity Centers (first set)
- 9:15 Clean Up Toys
- 9:20 Opening Circle Time (Add actions to songs to make this time more active)
- 9:50 Active Indoor/Outdoor Play (Playground or organized games)
- 10:30 Potty Break/Wash Hands/Snack Time
- 10:45 Music, Movement & Memory Game and Singing
- 11:00 Craft Time (Use one of the Extra Crafts)
- 11:30 Activity Centers (second set)
- 12:00 1:00 Lunch and Play Time/Rest Time

Afternoon Schedule

- 1:00 Bible Story Review & Bible Verse Review (repeat story and storyboard or use games to review)
- 1:20 Craft Time (Use one of the take home sheet coloring activities of the Extra Crafts)
- 1:40 Activity Centers (second set)
- 2:00 Snack and Potty Break
- 2:30 Closing Circle Time Review/Singing
- 2:40 Free play, games, possibility outdoors
- 3:00 Dismissal

6 Hour (Full Day) Program--elementary school (Praise Factory Investigators)

- Use two stories from same Bible Truth: one in the morning, one in the afternoon.
- 8:45 Greet children and parents as they arrive
- 9:00 Small Group Time: Introduce Big Question, Bible Truth, Bible Verse, etc.
- 9:15 Large Group Singing and Bible Story
- 9:45 Small Group Activity 1: Bible Truth Game
- 10:15 Small Group Activity 2: Craft
- 10:45 Snack and ACTS Prayer Time
- 11:00 Outdoor Fun Active Game 1
- 12:00 Lunch and Free Play Time

Afternoon Schedule

- 1:00 Large Group Singing and Second Story (Other Bible Story or Story of the Saints)
- 1:30 Small Group Activity 1: Presentation Activity (Choose a different activity for each small group to work on during this time. They will present it to the rest of the children at the end of the session, if desired.)
- 2:15 Snack Time
- 2:30 Closing Large Group Time: Small Group Presentations and/or Singing
- 3:00 Dismissal

VBS, Camps and Other Programs: Choosing Curriculum

You've figured out how many sessions your program will run and how long each session will last. Next, you need to figure out whichcurriculum you want to use. We suggest using Hide 'n' Seek Kids and/or Deep Down Detectives with your pre-schoolers and Praise Factory Investigators for your elementary school kids.

Find a unit you want to become the theme of your VBS. Choose the Bible Truths you want to teach. The charts of the following pages should help you see how the Bible Truths match up in the three curriculums. You've got tons of resources within each concept to fill up your schedule.

Here's a reminder of what you have in each:

Each Hide 'n' Seek Kids unit has:

- There is just one Bible Story and one Bible verse per unit.
- There are 5 lessons of curriculum in each unit.
- There is tons of music.
- The activities in each of the 5 lessons include:
 - 1 Bible Story Review Game
 - 1 Bible Verse Game
 - 1 Music, Movement & Memory Activity (especially good for Bible Memory)
 - 1 Coloring Sheet/Take Home Sheet
 - There are also 3 extra crafts

Each Deep Down Detective unit has:

- There are multiple Bible truths within each unit.
- There are three lessons of curriculum, per Bible Truth, within each unit.
- There is one Bible story for each Bible Truth.
- There are 3 lessons of curriculum for each Bible Truth.
- There is tons of music
- The activities in each of the 3 lessons include:
 - 1 Bible Story Review Game
 - 1 Bible Verse Game
 - 1 Music, Movement & Memory Activity (especially good for Bible Memory)
 - 1 Coloring Sheet/Take Home Sheet
 - There are also 3 extra crafts

Each Praise Factory Investigators unit has:

- Multiple Bible truths within it.
- There are three lessons of curriculum, per Bible Truth
- There are 3 stories for each Bible Truth: 1 Old Testament, 1 New Testament, and one Church History/missions.
- There are 3 lessons of curriculum for each Bible Truth--one for each of the three stories.
- There is tons of music.
- Each of the 3 lessons includes:
 - 1 Bible Story Review Game with Discussion Questions
 - 1 Bible Verse Game with Discussion Questions
 - 1 Bible Truth Game with Discussion Questions
 - 1 Craft with Discussion Questions
 - 1 Bible Verse Game with Discussion Questions
 - 1 Bible Verse Song with Discussion Questions, Sign Language and Song Game
 - 1 Hymn with Discussion Questions, Sign Language and Song Game
 - 1 Story-related Snack
 - 1 Take home sheet with the key concepts, the story and some discussion questions

Appendix N: Using Praise Factory Curriculum in VBS, Camps and Other Multi-Age Programs

Appendix O: The Praise Factory Curriculum Overview Materials

Appendix O: Praise Factory Family of Curriculum Overview Resources

Overview of the Praise Factory Curriculum

10 Key Facts about the 3 Praise Factory Curriculums		
1. SAME BIBLICAL THEMES	 The Praise Factory is a family of three, inter-related curriculums: Hide 'n' Seek Kids (focus group: ages 2-4; adaptable range: ages 2-pre-K 5's) Deep Down Detectives (focus group: ages 46's; adaptable range: ages 3-2nd grade) PFI: (focus group: grades K-5th grade; adaptable range: pre-K 5's-6th grade) Each curriculum teaches the same sixteen, biblical themes. 	
2. SIXTEEN UNITS, SIXTEEN BIG QUESTIONS	The sixteen, biblical themes form the sixteen units within each curriculum. The theme of each unit is presented as a Big Question (and Answer) about God and His Truth, as revealed in the Bible.	
3. DIFFERENT AMOUNTS OF DEPTH	 While all three curriculums use the same units and biblical themes, each offers a different amount of depth to suit the very different developmental needs of preschoolers and elementary school age children. Hide 'n' Seek Kids presents the 16 themes as: 16 Bible Truths, each with 1 Bible story Deep Down Detectives provides more depth by presenting the 16 themes as: 16 units made up of 69 Bible truths, each with 1 Bible story Praise Factory Investigators provides the most depth by presenting the 16 themes as: 16 units made up of 61 units made up of 104 Bible truths, each with 3 stories, an Old Testament, New Testament and Story of the Saints (church history or missions story). 	

	The Praise Factory curriculums seek not just to INTRODUCE children to key, biblical concepts, but to present them in such as a way as to help them REMEMBER the concepts.
	Ideas are reinforced WITHIN each lesson by use of activities that reinforce.
	Ideas are reinforced OVER A NUMBER of lessons by repetition.
	 In Hide 'n' Seek Kids, 5 lessons of curriculum are included for each of the 16 Bible themes, the same Bible story used for all 5 lessons. (i.e., 16 stories in all) Yes, that's right the same truth and Bible story for 5 lessons, but with different reinforcement activities. Instead of getting bored, these little 2 and 3 year olds love the opportunity to hear the same story again. How many times do children this age bring you the same book to read over again? This is applying this same approach to the classroom. You don't have to do all five lessons, but we find that it takes this many for the truth to stick with these little ones.
	In Deep Down Detectives,
4. SEEKING MASTERY, NOT JUST EXPOSURE TO CONCEPTS	 3 lessons of curriculum are included for each of the 69 truths that make up the 16 Bible themes, the same Bible story used for all 3 lessons. (i.e., 69 stories in all) That's three lessons on the same truth and using the same Bible story. Again, the curriculum provides different reinforcement activities each lesson to provide variety. These children are older and need less repetition to remember their Bible truths. Here at CHBC, we use two or three of the lessons with our 4 and 5 year olds. This is our target group for this curriculum and we have built it to provide the appropriate amount of repetition for them. If using the curriculum with older, K-5, 6 and 7 year olds, (which have also done sometimes), you would use only one or maybe two of the lessons per Bible truth. Again, the curriculum is written so you can do as few or as many of the three lessons and you want.
	In Praise Factory Investigators,
	 3 lessons of curriculum, each with a different story (an Old Testament, New Testament and Story of the Saintschurch history or missions story) are included for each of the 104 truths, that make up the 16 Bible themes. (i.e., 312 stories in all)
	There are three lessons which all reinforce the same Bible truth, but present a different story each lesson that reflects it. This provides the repetition that elementary age children, but also their readiness for something new with each lesson.

5. CONDUITS OF TRUTH: IMPORTANT REINFORCEMENT THROUGH ENJOYABLE ACTIVITIES	A conduit of truth activity is one that uses the enjoyable-ness of the activity to fill the children with the important truths of your lesson. There are a wide variety of activities included with each lesson, including a craft, multiple games, songs, sheet music and audio, snacks (only PFI) and drama activities (only PFI). All of these are designed to be conduits of truth to make the most of your time with the children. You can use them all or pick just a few. The curriculum is very flexible. The large number of activities available with every lesson makes the Praise Factory curriculums a good choice even for Vacation Bible School.
6. DOWNLOADS OR HARD COPIES	Everything is available for download at the Praise Factory website or you can order hard copies.
7. TONS OF MUSIC	Every Big Question and all the Bible verses are set to music. These songs are also available for download. What makes this music different it that it is directly related to each lesson. Your kids are listening to what you are teaching in class and through the power of music, are far more likely to retain it.
8. NIV 1984 AND ESV VERSIONS	 The curriculum is currently available in NIV 1984 (the Bible version used for the 1st edition of the curriculum) and a (largely) ESV version The only difference between the two versions (besides the translation used, of course) is that ALL of the songs for the ESV version were recorded in studio. The older, NIV 1984 Bible verse songs were done in our church worship hall in less professional quality. And in case you're wonderingThe reason the ESV version isn't exclusively ESV is that sometimes I felt the translation of particular verses was too confusing for the children. In those cases, I chose the HCSB (Holman Christian Standard Bible) and in a last resort, kept the original NIV 1984 text.
9. A WORK IN PROGRESS	About 50% of PFI is available at this point. (PFI units 1,4,5,6,7,8,10,11 and 12. This is three years of curriculum. Units do NOT have to be used in order.) Hide 'n' Seek Kids and Deep Down Detectives are next in line to be added. Then, Lord willing, the rest of PFI. Need more curriculum now for preschoolers? Go to praisefactory.org for full curriculum for the predecessors of Hide 'n' Seek Kids and Deep Down Detectives (i.e. Teach, Take & Tell and Big Questions & Answers for little people). The old versions aren't as pretty, but there's a lot of good material that can keep you going until all of the new versions are available on the praisefactory.org website.
10. PRICING	The curriculum is as cheap as possible. I think you will find the hard copies significantly lower than any other curriculum on the market. Currently, the downloads are free.

Some What's and Why's: A Little Philosophy

WHAT: Systematic Theology

All three curriculums teach sixteen, theological themes, introduced as sixteen "Big Questions and Answers"-- one for each theological theme.

WHY: to provide a broad understanding of biblical truth

God created us to know Him. Children, like the rest of us, long to understand about who God is, His plans for this world, our lives, and the wonderful things of the world to come. Systematic theology is simply biblical truth organized into helpful themes that take into consideration the whole counsel of Scripture, not just a verse here or there. It is a great way to help them (and us!) learn what God has revealed about these important topics.

WHAT: Surprising Amounts of Repetition

Most curriculums take the take the one-new-concept-every-lesson approach, but the Praise Factory curriculums repeat truths and even Bible stories for multiple lessons. Hide 'n' Seek Kids--for the youngest children-- provides five lessons on the same Bible truth, Bible verse and Bible story. Deep Down Detectives --for older preschoolers and early elementary--provides three lessons on the same Bible truth, verse and story. PFI--for elementary age children-- provides three lessons on the same Bible truth and verse, though it uses a different story for each of the three lessons.

WHY: to promote understanding and memory of biblical truth

While it might sound boring to revisit the same Bible truth, verse and story, we have found that repetition allows children to actually understand and remember the truths we are teaching them. The extensive number of activities offered with each lesson provides the variety needed to keep the learning fresh over multiple lessons.

WHAT: Rich Reinforcement through Conduit of Truth Activities

A conduit of truth activity is one that uses the enjoyable-ness of the activity to fill the children with the important truths of your lesson.

WHY: to make class time activities as rich in biblical truth as they are fun

There are many ways to help children enjoy their time in class, but not all activities reinforce what we most want the children to understand and remember. Choosing and using activities that are conduits of truth help achieve this very important goal. All the activities used in the Praise Factory curriculums--crafts, games, music, even snacks-- have been designed to be conduits of truth that will reinforce the important concepts of each lesson, not just fill class time.

WHAT: The Same Theological Themes, But Different Depth within Each Curriculum

While all three of the curriculums cover all sixteen Big Questions and Answers Theology Themes, they vary in the amount of time and depth they spend on each one.

- Hide 'n' Seek Kids covers the 16 theological themes simply as sixteen, single-concept truths. (16 Bible truths presented, 16 Bible stories presented--1 per Bible truth, 5 reinforcing lessons per Bible truth.)
- **Deep Down Detectives** covers the same 16 theological themes but now as units with multiple Bible truth (sub-concepts), that expand and build upon the Big Question basics the children learned in Hide 'n' Seek Kids. (69 Bible truths, 69 Bible stories presented--1 per Bible truth. 3 reinforcing lessons per Bible truth.)
- **PFI** covers the same 16 theological themes also as units, but now in even greater depth. (104 Bible Truths, with three stories for each: one Old Testament, one New Testament and one Missionary/Church history story for each.

WHY: to take advantage of the increasing capacity children have to grasp biblical truth as they grow

While it certainly would make for easier shop-keeping to have everyone spend the same amount of time on each Big Question, Praise Factory has opted to focus on maximizing what children of different ages can learn, and how much reinforcement they need to master what they are learning. We call this approach a Spiral of Truth, that returns to reinforce the same truths while also expanding ever-more broadly with each circuit.

The next two pages provide an overview of the 16 Big Questions and their theological theme; as well as, a comparison chart of the three curriculums.

	PRAISE FACTORY UNIT	THEOLOGICAL THEME
1	Unit 1: The God Who Reveals Himself Big Question: How Can I Know What God Is Like? He Shows Me What He's Like!	Revelation
2	Unit 2: God's Wonderful Word, the Bible Big Question: What's So Special about the Bible? It Alone Is God's Word!	The Bible
3	Unit 3: The Good News of God, the Gospel Big Question: What Is the Gospel? Salvation through Faith in Christ!	The Gospel
4	Unit 4: The God Like None Other Big Question: Can Anybody Tell Me What the LORD Is Like? He's Not Like Anyone Else!	The Attributes of God
5	Unit 5: God, the Good Creator Big Question: Can You Tell Me What God Made? God Made All Things Good!	Creation
6	Unit 6: God, the Just and Merciful Big Question: How Did Bad Things Come to God's Good World? Bad Things Came through Sin!	The Fall
7	Unit 7: The Law-Giving God Big Question: What Are God's Laws Like? God's Laws Are Perfect!	God's Laws
8	Unit 8: The God Who Loves Big Question: What Is God's Love for His People Like? It's More than They Could Ever Deserve!	God's Enduring Love for His People
9	Unit 9: Jesus Christ, Immanuel, God with Us Big Question: What Did Jesus Come to Do? Jesus Came to Bring Us to God!	Jesus, the Son of God
10	Unit 10: The Holy Spirit: The Indwelling God Big Question: What Does the Holy Spirit Do in God's People? He Changes Their Heart!	The Holy Spirit
11	Unit 11: The God Who Saves Big Question: How Can We Be Saved? It's God's Free Gift!	Salvation
12	Unit 12: God's People Live for Him Big Question: How Should God's People Live? They Should Live Like Jesus!	Discipleship
13	Unit 13: The Sustaining God Big Question: Why Do God's People Keep Believing in Him? It is God's Sustaining Grace!	Perseverance of the Saints
14	Unit 14: The God Who Delights in Our Prayers Big Question: How Does God Want Us to Pray? Every Night and Day!	Prayer
15	Unit 15: God's People Gather Together Big Question: Why Do God's People Go to Church? To Worship God and Love One Another!	The Church
16	Unit 16: Jesus, the Returning King Big Question: What Will Happen When Jesus Comes Back? God Will Make Everything New!	The Return of Christ

PFI	Focus group: K-5th grade	Adaptable use: pre-K 5's to 6th grade	16 Big Questions/104 Bible truths	taught as 16 units, consisting of 3-14 Bible truths per unit	1 Old Testament story 1 New Testament story 1 Church History/Missions story per Bible truth	1 Bible verse per Bible truth	3 lessons for each Bible truth different story each of the 3 lessons can use 1-3 of the lessons (but will lose stories if you do)	6 years of curriculum	ep de on so
DEEP DOWN DETECTIVES	Focus group: 4-6 year olds	Adaptable use: 3's -2nd grade	16 Big Questions/69 Bible truths	taught as 16 units, consisting of 2-8 Bible truths per unit	1 Bible story per Bible truth	1 Bible verse per Bible truth	*3 lessons for each Bible truth same story, all 3 lessons can use 1-3 of the lessons	4+ years of curriculum	*If desired, you can start out each of the 16 units of Deep Down Detectives with one session (or more) from Hide 'n' Seek Kids curriculum. This creates a nice introduction to the over-arching theme for each unit. It would also add 16 or more sessions to the curriculum.
HIDE 'N' SEEK KIDS	Focus group: 2-3 year olds	Adaptable use: 2-pre-K 5's	16 Big Questions/16 Bible truths	taught as 16 units consisting of a single truth per unit	1 Bible story per unit	1 Bible verse per unit	5 lessons per unit same story, all 5 lessons can use 1-5 of the lessons	16+ months of curriculum	

How The Praise Factory Family of Curriculum Developed

The story of Praise Factory is very much tied into how I've developed as a Christian and an educator over the years.

Growing Up and Growing in Christ

I was born in Tennessee and lived there until I was ten years old, when we moved to Colorado. I was raised in a church-attending family, yet one without a definite emphasis on the need of Jesus as a personal Savior.

While attending a camp in North Carolina at the age of eight, I heard and responded to the gospel at the age of eight. Though my conversion was real and I had great, spiritual hunger, I had little input of Christian teaching or fellowship through family or church. Except for Bible studies and Christians I met at summer camps, most of the time I was a loner Christian, simply praying and reading the Bible on my own. I followed Christ best I could, based on my limited knowledge and teaching, making a few Christian friends where I could find them.

Upon completion of high school, I returned to the South to attend Duke University. If spiritual life had been a starvation diet up to this point in my life, Duke was a feast. I became very involved in a strong chapter of Inter-Varsity Christian Fellowship, filled with men and women seeking to know God and His Word and bring glory to His name in their hearts and with their lives.

If Duke was a feast, the keeper of the feast was Mark Dever—now my husband. We would spend hours discussing the Bible and the things of God like two Bible geeks. It was simply wonderful!

Needless to say, it was a match made in heaven. We were married right after university and headed off to Gordon Conwell Theological Seminary, outside of Boston. It was to be the beginning of ten+ years of theological education and ministry, not only at Gordon Conwell, but the Southern Baptist Seminary in Louisville, Kentucky; and finally, at Cambridge University in England.

My primary love and duty during those years was being wife, mother to our two children, and adopted mom, aunt, and/or "hospitality queen" to many high school, university, seminary students and others who crossed our doorway.

At the same time, however, I also had the huge blessing of being theologically "home-schooled" by my husband. Many nights Mark would read and discuss with me the things he was learning in his classes and textbooks. It was wonderful!

Theological Home schooling

As ministry and life experiences melded with theological education, it quickly became apparent to me that theology—so often thought of as simply a cerebral exercise, was actually the backbone of truth which God, in His kindness, has given His people through His Word. Sound, biblical doctrine helps keep the Church pure against the lies of many worldviews that bombard us. Sound, biblical doctrine helps keep God's people steadfastly joyful, hopeful and steadfast in the face of the hardships of life. God and His great and glorious plan of redemption of His people will prevail. They will be like Him and will enjoy Him forever, all to the glory of His name. I could see that every Christian needed to be a biblical theologian, in a sense. That is, they all needed to understand who God is, who He made us to be, His plans for us and this world, His work of salvation for His people, and the wonderful things of the world to come. A Christian's understanding of these truths was like the lenses of the spiritual glasses through which he would see and understand life, in all its ups and downs.

Appendix O: Praise Factory Family of Curriculum Overview Resources Enter Children's Ministry

During this same time, I started working with children at the local churches in which we were involved. These first experiences were both delightful and disturbing. Delightful, for that is what children can be with their inquisitive, fresh hearts and minds. Yet disturbing, for so much of curriculum being used seemed to either be repetitive and, well, boring; or, creative and fun, but without much substantive truth. Truths drawn from many Bible stories were too often moralistic or misapplied to make a point not faithful to the text. It was disturbing to see the precious moments teaching them about eternal matters being wasted.

A stimulating workshop, a few good books and I'd like to think the Holy Spirit working inside me, fueled my desire to make a better connection between kids and the great Truths of God's Word. An after-school "Good News Club" started by a group of us mothers at our children's elementary school in England provided me with many opportunities to experiment with presenting children with deeper, meatier biblical truths, brought to life and reinforced by creative activities. After four, fruitful years with that club, I felt more convinced that ever that this was not just a possible combination, but a powerful combination. Kids did care about the deeper things of God—just like I had when I was young—and their active, energetic bodies provided many gates to the mind and soul t that made learning memorable and effective.

In 1994, our family moved from Cambridge to Washington, DC where Mark had been called as senior pastor of Capitol Hill Baptist Church. It was here, more than any other place, that I was given free reins to develop a "dream" children's curriculum. Tired volunteers happily handed over the children's church program to me without a single glance back.

Beginnings: Looking for Answers, Starting with Questions

Starting with a clean slate, I started with three questions I wanted a curriculum to answer. It was these three questions and the answers to them that have shaped the development of the Praise Factory curriculums.

Question #1: What Would Be Best for the Children to Learn?"

If I could teach children anything about God, what would it be?

Question #1: Answered—The Three Goals of Praise Factory

The answer to this question developed into the three goals of Praise Factory: Active Minds, Joyful Noise and Prayerful Hearts.

Goal #1 Active Minds

To challenge and equip the children with a thorough, ordered study of who God is, who He has made us to be, His plans for us and this world, His work of salvation for His people, and the wonderful things of the world to come. ...otherwise knows as....a systematic theology!

To help the children see the great, unchangeableness of God and His faithfulness to His people throughout all ages, by learning stories from church history and missions as well as from the Old Testament and New Testament that reflect the same concept.

...so....a systematic theology with three stories on each key theological concepts, one from the Old Testament, one from the New Testament, one from church history/missions.

To give the children Bible stories, filled with the rich details that make the story come alive and can have a greater spiritual impact because they are based on a deeper understanding of the story.

...so...a systematic theology with three stories on each key theological concept, one from the Old Testament, the New Testament, and church history/missions...with geography, climate, setting, cultures, customs and manners woven into them.

Goal #2 Noisy Joy

To encourage the children to be lovers of God and lovers of people. To help them understand how to apply the truths they are learning to their relationship with God, themselves and with others, that they might live joyful lives, pleasing to God; and, be encouraged to reach out to all with the good news of Jesus, with love, ion word and example.

So....a systematic theology with three stories on each key theological concept, one from the Old Testament, one from the New Testament, one from church history/missions...with geography, climate, setting, culture, customs and manners woven into them....and with discussion questions to encourage them to think about applying these truths to their lives.

Goal #3 Prayerful Hearts

To help them understand what a church is; to help them develop a loving and prayerful knowledge and concern for the Body of Church, both locally and around the world.

To introduce them to key people who serve in their local church, outreach ministries and around the world to further the cause of Christ. To develop and deepen their worship of God through prayer and have hearts that cry out to Him to grow His Church with more people and to build up His Church to glorify Him as a beautiful reflection of His character and response to His love.

So...a systematic theology with three stories on each key theological concept, one from the Old Testament, one from the New Testament, one from church history/missions...with geography, climate, setting, culture, customs and manners woven into them....and with discussion questions to encourage them to think about applying these truths to their lives, and a prayer time to reflect on what they learned about God and to ask Him to work in their lives based on what they've learned. And, a chance to learn about people important to their local church and pray for them.

Why do all this?

In hopes that the children might have a more knowledgeable understanding of the Bible; that they might be getter equipped with truth in their own struggles as they live in this world. And most of all, that they might discover our wonderful God, come to know, love and glorify Him with all their being.

Question #2: "How could we structure a curriculum to be enjoyable and memorable for the children, yet keep the learning –not the fun—the main point?"

If the answers to my first question became the goals of The Praise Factory curriculum, then the answers to my second question led to the Praise Factory structure.

Question #2 Answered: The Praise Factory Structure

If the answers to my first question became the goals of The Praise Factory curriculum, then the answers to my second question: "How could we structure this program to be enjoyable and memorable for the children, yet keep the learning –not the fun—the main point?" led to the Praise Factory structure.

Kids like to eat, to move, to make, to sing, to pretend, to present, to ask question. So what about a rotation of different creative, active activities that capitalize on what they like to do; yet, do it in a way that directly links back to discussion a and reinforcement of the lesson's most important concepts. (What I like to call conduits of truth: the things kids like to do used as vehicles of truth to their hearts and minds.)

So, Praise Factory includes a story-related snack (a snack that refers to a food in the story or looks like something from the story), 8 different activities--everything from games to crafts to drama to songs and sign language--and a presentation time of each of these different activities at the end of each session.

Why do all this?

In hopes that by harnessing the children's energetic, creative bodies, to activities that underscore rather than overshadow what we want them to learn, we might reach their hearts and minds in a memorable, enjoyable way.

Question #3: "Seeing as we would have the children once a week, and the parents the rest of the week, how could we provide resources for the parents to use with their children, as their primary spiritual teachers?"

Question #3 Answered: Parent Resources

The third question led to more than a little hunting and pecking on the Christian book market and in the end, a lot of creating.

The answer to this question meant finding and/or creating parent resources that ran in tandem with the curriculum that parents could use at home to discuss and reinforce the same ideas their children were leaning at church. So Praise Factory offers take home sheets of that include the key concepts and the Bible story, as well as downloadable music of all the hymns and Bible verses used in the curriculum.

Why Do This?

Because children learn best with lots of reinforcement! In the limited time we have with the children, we cannot nor should not try to assume primary spiritual care giving. Our best way to serve the children is to serve the parents and enable them to do their God-given job better.

Putting It All Together: The Praise Factory

Put all these questions and answers together...and you get the original The Praise Factory curriculum (now Praise Factory Investigators)... as well as now its two little sisters: Hide 'n' Seek Kids; (2's, 3's and up) and Deep Down Detectives (older pre-school, early elementary). All three of these curriculums build upon the same key concepts in an expanding spiral that is both developmentally appropriate for each particular age group, yet preparatory for the next curriculum in the progression. By putting it on the web, I hope that the curriculum will become a useful resource to other Sunday school teachers as well as the most important teachers of all: the parents.

Since 1997, The Praise Factory has been an experiment, an adventure and a work in progress that God has graciously seen fit to bless, both here at Capitol Hill Baptist Church and in other churches. I hope that as you consider how to use it in your church, that God guide you in using these resources in the best way possible to grow the children in your church—or family--too, that they might know, enjoy and glorify God with all of their lives.

	hs that Match Up Across			
Hide 'n' Seek Kids	Deep Down Detectives	Praise Factory Investigators		
Unit 1: The God Who Reveals Himself Q: How Can I Know What God Is Like?	1. By the Heart He Gave Me to Know and Love Him	1. God Made Our Hearts to Know and Love Him		
A: He Shows Me What He's Like!	2. In Everything I See All Around Me	2. God's Creations Tell Us about Him		
	included in DDD Unit 1 Bible Truth 3, below	3. God Spoke to His People through Prophets Long Ago		
	3. In the Bible, the Perfect Word of God	4. God Speaks through His Word, the Bible		
	4. Through His Very Own Son, Jesus Christ	5. God Reveals Himself Most Completely through His Son, Jesus		
Unit 2: God's Wonderful Word, the Bible Q: What's So Special about the Bible?	 God Made Sure It Was Written Down Just Right 	1. God Inspired Many People to Write Down His Word Perfectly		
A: It Alone Is God's Word!	2. It Tells Us about God and His Plans	 God's Word Tells God's Way and Plans for His People, Past, Present and Future 		
	3. God Uses It to Save His People	3. God Uses His Word to Save His People		
	4. God Uses It to Change His People	4. God Uses His Word to Change His People		
Unit 3: The Good News of God,	1. God Made Us and We Should Obey Him	1. God Is the Good Creator and King of the World		
the Gospel Q: What Is the Gospel?	2. We Have All Disobeyed God and Deserve His Punishment	2. All Have Rejected God and Deserve His Eternal Punishment		
A: Salvation through Faith in Jesus Christ!	3. God Sent Jesus to Pay for God's People's Sins	3. God Sent Jesus to Bear the Punishment for Sin		
	 God Saves All Who Repent of Their Sins and Trust in Jesus as Their Savior 	4. God Saves Those Who Repent and Trust in Jesus		
	1. He Is a Glorious Spirit	1. The LORD is a Glorious Spirit		
Unit 4: The God Like None Other Q: Can Anybody Tell Me What the	2. He Is the One, True God	2. The LORD is the Only True God		
LORD Is Like? A: He's Not Like Anyone Else!	3. He Is God the Father, Son and Holy Spirit: One God, But Three Persons	3. The LORD Is God the Father, Son and Holy Spirit: One God, But Three Persons		
	4. He Is Everywhere, All the Time	4. The LORD Is Everywhere, All the Time		
	5. He Knows Everything There Is to Know	5. The LORD Knows Everything There Is to Know		
	6. He Is Perfectly Holy, Purely Good	6. The LORD is Holy		
	7. He Can Do Anything He Wants to Do	7. The LORD is Omnipotent		
	8. He Is Always Faithful, Through and Through	8. The LORD is Faithful		
	included in DDD Unit 4 Bible Truth 2, above	9. The LORD's Names Tell Us About Him		
Unit 5: God, the Good Creator	1. He Made Everything Good in Heaven and Earth	1. God Created All Things Good in the Beginning		
Q: Can You Tell Me What God Made? A: God Made All Things Good!	2. God Made People in a Special Way	2. God Created People Good in the Beginning		
	included in DDD Unit 5 Bible Truth 1, above	3. God Created the World to Praise and Glorify Him		
	included in DDD Unit 5 Bible Truth 1, above	4. God's Plans For His Creation Are Good and Unfailing		
Unit 6: God, the Just and Merciful	1. When Adam and Eve Chose to Disobey God	1. Angels and People Rebelled against God in the Beginning		
Q: How Did Bad Things Come into God's Good World? A: Bad Things Came Through Sin!	included in DDD Unit 6 Bible Truth 1, above	2. God Treated the First Sinners with Justice and Mercy		
Jo cance mough one	2. When It Spread to the Whole World	3. All People Are Born Sinful, All People Need God's Mere		
Unit 7: The Law-Giving God	1. They are Written in the Bible, God's Word	1. God's Laws Are Written in the Bible		
Q; What Are God's Laws Like? A: God's Laws Are Perfect!	included in DDD Unit 7 Bible Truth 2, below	2. God Created Us Perfect Law Keepers, But We Are All Lawbreakers		
	included in DDD Unit 7 Bible Truth 2, below	3. God Gave Us His Laws to Convict Us of Our Sin that We Might Be Saved		
	2. They Show Us that We Need God to Save Us	4. Jesus Kept God's Law Perfectly to Save God's People by His Grace		
	3. They Tell Us How to Love God and Others	5. The Heart of God's Law is Love		

	hs that Match Up Across	
Hide 'n' Seek Kids	Deep Down Detectives	Praise Factory Investigators
Unit 8: The God Who Loves Q: What Is God's Love for His People Like?	included in DDD Unit 8, Bible Truth 1, below	1. God Blesses All People with Many Good Gifts
A: It's More than They Could Ever Deserve!	included in DDD Unit 8, Bible Truth 4, below	2. God Loved His People Before They Loved Him
	1. He Gave His Son, Jesus, to Save Them	3. God Showed the Depths of His Love by Giving His Son to Save His People
	2. He Always Takes Care of Them	4. God Loves His People by Caring for Their Needs
	3. He Uses Their Sadnesses for Good	5. God Uses Everything in His People's Lives for Their Good and His Glory
	4. He Will Never Stop Loving His People	6. God Will Never Stop Loving His People
Unit 9: Jesus Christ, Immanuel,	1. He Left His Home in Heaven to Save Us	1. Jesus, the Servant King
God with Us	2. He Never, Ever Disobeyed God	2. Jesus, the Obedient Son
Q: What Did Jesus Come to Do? A: Jesus Came to Bring Us to God!	3. He Taught about God and Did Amazing Things	3. Jesus, the Amazing Teacher
	included in DDD Unit Bible Truth 3, above	4. Jesus, the Ruler of All Creation
	included in DDD Unit 9, Bible Truth 5, above	5. Jesus, the Lord over Life and Death
	included in DDD Unit 9, Bible Truth 4, below	6. Jesus, the Forgiver of Sins
	included in DDD Unit 9, Bible Truth 2, above	7. Jesus, the Christ, the Son of the Living God
	included in DDD Unit 9, Bible Truth 1	8. Jesus, the Glory of God
	4. He Died on the Cross for God's People's Sins	9. Jesus, the Ransom for Sinners
	5. He Rose from the Dead	10. Jesus, the Conqueror of Death
	included in DDD Unit 9, Bible Truth 5, above	11. Jesus, the Firstborn of the Resurrection
	6. He Went Up to Rule in Heaven	12. Jesus, the Reigning Son in Heaven
Unit 10: The Holy Spirit:	1. The Holy Spirit Lives in God's People	1. The Holy Spirit Lives in God's People
The Indwelling God Q: What Does the Holy Spirit Do	2. The Holy Spirit Gives God's People Courage	2. The Holy Spirit Gives God's People Courage
in God's People? A: He Changes Their Hearts!	3. The Holy Spirit Gives God's People Wisdom	3. The Holy Spirit Gives God's People Wisdom
	4. The Holy Spirit Builds God's Church	4. The Holy Spirit Builds God's Church
Unit 11: The God Who Saves Q: How Can We Be Saved?	1. When We Tell God Our Sins and Turn Away from Them	1. God Saves Sinners Who Confess Their Sins
A: It Is God's Free Gift!	included in DDD Unit 11, Bible Truth 2,below	2. Jesus Is the Only Way to Be Saved
	2. When We Trust in Jesus As Our Own Savior	3. We Must Trust Jesus as Our Savior
	3. When the Holy Spirit Works in Our Hearts	4. The Holy Spirit Changes Our Hearts so We Can Be Saved
Jnit 12: God's People Live for Him	1. By Asking God for His Help	1. God's People Grow to Be More Like Jesus
Q: How Should God's People Live? A: They Should Live Like Jesus!	2. By Loving Him Most of All	2. God's People Love Him with All Themselves
	3. By Loving Other People As God Has Loved Them	3. God's People Love Others
	4. By Trusting God and Being Happy With What He Wants	4. God's People Trust Him
	included in DDD Unit 12 Bible Truth 8, below	5. God's People Are Good Stewards of His Gifts
	included in DDD Unit 12 Bible Truth 5, below	6. God's People Obey Him
	included in DDD Unit 12 Bible Truth 5, below	7. God's People Do Good Works God Has Prepared for Them
	5. By Learning God's Word and Obeying It	8. God's People Read His Word, the Bible
	included in DDD Unit 12 Bible Truth 2, above	9. God's People Think about Him
	6. By Saying "No" to Disobeying God	10. God's People Say "No" to Temptation
	7. By Telling the Good News of Jesus	11. God's People Tell Others about Him
	included in DDD Unit 12 Bible Truth 4, above	12. God's People Suffer According to His Plan 13. God's People Know Heaven Is Their Home
	included in DDD Unit 12 Bible Truth 4, above	13. Sous reopie know neaven is men nome

	hs that Match Up Across			
Hide 'n' Seek Kids	Deep Down Detectives	Praise Factory Investigators		
Unit 13: The Sustaining God	included in DDD Unit 13 Bible Truth 1, below	1. God, Alone, Sustains God's People		
Q: Why Do God's People Keep Believing in Him?	1. God the Father Promises to Help His People	2. God the Father Promises to Help God's People		
A: It Is God's Sustaining Grace!	2. Jesus Provides God's People with Everything They Need	3. Jesus Provides God's People with Everything They Need		
	3. The Holy Spirit Works in God's People	4. The Holy Spirit Works in God's People		
	4. The Word of God Grows God's People	5. The Word of God Grows God's People		
	5. God Uses His People to Strengthen and Comfort Each Other	6. God Uses His People to Strengthen and Comfort Eac Other		
Jnit 14: The God Who Delights in Our	1. God Wants Us to Praise Him	1. God Delights in Our Adoration of Him		
Prayers	2. God Wants Us to Confess Our Sins	2. God Delights in Our Humble Confession of Sin		
Q: How Does God Want Us to Pray? A: Every Night and Day!	3. God Wants Us to Thank Him	3. God Delights in Our Thanksgiving to Him		
A. Every Night and Day.	4. God Wants Us to Ask Him to Do Great Things	4. God Delights in Our Supplications to Him		
	included in DDD Unit 14 Bible Truth 4, above	5. God Always Answers Prayers		
	included in DDD Unit 14 Bible Truth 4, above	6. Jesus Is Why God Answers God's People's Prayers		
Jnit 15: God's People Gather Together Q: Why Do God's People Go to Church?	1. By Praising God for Jesus' Win over Death	1. God's People Gather Together for a Special, Weekly Worship Day		
A: To Worship God and Love One	included in DDD Unit 15 Bible Truth 2, below	2. God's People Are Led by Godly Leaders		
Another!	2. By Learning from God's Word, the Bible	3. God's People Gather to Hear God's Word		
	included in DDD Unit 15 Bible Truth 3, below	4. God's People Are Called the Body of Christ		
	3. By Caring for Each Other's Needs	5. God's People Love One Another with a Covenant Lo		
	included in DDD Unit 15 Bible Truth 3, above	6. God's People Gather to Give		
	4. By Telling What God Has Done and Praying	7. God's People Gather for Fellowship		
	included in DDD Unit 15 Bible Truth 4, above	8. God's People Invite Others to Gather with Them		
	included in DDD Unit 15 Bible Truth 4, above	9. God's People Gather to Pray		
	5. By Baptizing People Who Trust in and Live for Jesus	10. God's People Proclaim Their New Life in Christ through Baptism		
	6. By Remembering Jesus Died to Save Them	11. God's People Celebrate Christ's Redeeming Sacrific for Them		
Unit 16: Jesus, the Returning King Q: What Will Happen When Jesus Comes Back?	1. Jesus Will Give Out Fair and Last Punishments for Sin	1. King Jesus Will Return to End the World		
A: God Will Make Everything New!	included in DDD Unit 16 Bible Truth 1, above	2. King Jesus Will Return When God's Work on Earth is Done		
	included in DDD Unit 16 Bible Truth 1, above	3. When King Jesus Returns, God's People Will Be Made Like Him		
	included in DDD Unit 16 Bible Truth 1, above	4. King Jesus Will Return to Bring the Wicked to Just ar Final Punishment		
	included in DDD Unit 16 Bible Truth 1, above	5. King Jesus Will Return to Judge God's People, Too		
	included in DDD Unit 16 Bible Truth 2, below	6. King Jesus Will Be United with His Bride, God's Peop Forever		
	2. God's People Will Live Happily with God Forever	7. King Jesus Will Reign Forever		

Big Question Box/Briefcase

What You Want

The Big Question Briefcase is a briefcase or other container with these characteristics:

- Ideally, this should be around 17" x 12", but needs to be at least big enough to fit a 8 ½" x 11" sheets
 of paper inside it.
- Have various pockets to put these sheets in
- Is attractive or curious looking to preschoolers
- Not necessary, but extremely fun, if is has a combination lock

Finding a Briefcase:

You can certainly buy one new, but you always may find a used one at a thrift shop. Or, someone may have one they want to donate. We use one that stores valuables in it and is the 17" x12" size. Very durable and has the lock feature that the kids love.

You also can move away from the briefcase idea and use a little trunk or other box for your substitute briefcase. Just change the name to the Big Question Box, if you use a box instead. A boot box or the cardboard box that 10 reams of copy paper comes in is a great size, if you are using a box.

If you use a box, but want a lock-like feature, that's easy to do. Simply cut "straps" out of felt or vinyl and glue in place to the top and bottom sides of the box on one side, with the top strap overlapping the bottom straps.Add velcro to the top and bottom pieces so that they meet and fasten. Make back "hinges" for the box with the felt/vinyl straps, too. Or, you can simply add a belt around the box that has to be unfastened before the box can be opened.

Here are some suggestions for decorating a box or even the outside of your briefcase to make it appealing.

Supplies

Your box/briefcase Plain white contact paper or white cardstock Colorful wrapping paper Glitter glue Markers Sequins, fake jewels, buttons, rick rack, etc. Other decorating supplies Stickers Glue Clear packing tape

Directions

1. If you are using a box that has wording on it, you will first need to make plain surfaces for decorating and a hinge for the lid. Stick the white contact paper or white cardstock to each side of the box. On the other hand, you can also use colorful wrapping paper. Then, make a lid by sticking the clear packing tape along one long side of the box, attaching the lid to the box.

2. Use the craft decorating supplies to decorate the box. If desired, you can put a big question mark on top of the box, but remember that you are working with two and three year olds: the question mark symbol is not very meaningful to them yet.

Making a Flannelgraph Storyboard for use in story-telling and in playing the story review games

While you may decide to use sticky tac and stick your storyboard pictures to a white board, it is very easy to make a flannelgraph board. The advantage to the flannelgraph board is that the pictures stick very easily and there is no messing with the sticky-tac.

Supplies

2' x 3' Cork board Large piece of neutral-colored felt, 36"H x 48"W Glue gun and glue sticks

Directions

1. Center felt on front side of cork board. Turn over. Secure in place with glue.

Making Durable Storyboard Pictures

for use in story-telling and in playing the story review games

Whether you purchase the Hide 'n' Seek Kids/Deep Down Detectives storyboard pictures from amazon or print them off the website, you will want to find some way to make them more durable. They are used not only as a part of telling the story, but are integral in the story review games. Here's how we make ours durable enough to be used over and over again.

Supplies

White cardstock or printer paper Sticky-back velcro, circles or cut pieces; or sticky tac Laminator or Self-laminating sheets Sturdy Sheet Protectors, preferably the "Secure Top" kind, like offered by Avery Flannelgraph pictures for the Bible stories found at www.praisefactory.org with each unit's resources.

Directions

1. Purchase from amazon or download and print out the storyboard figures.

2. Cut out flannelgraph figures. Cut out the name of each figure and tape it to the back of the figure.

3. Laminate the figures.

3. If using a flannelgraph board: Stick a piece of sticky backed velcro (ROUGH SIDE) onto the back of each figure.

If using sticky tack and whiteboard: simply stick a small amount of stsicky tack on the back of a picture when using it. Remove and store sticky tack in airtight container.

The Hide 'n' Seek Kids/Deep Down Detectives "Bible" Folder

This is a homemade folder that looks (kinda) like the cover of a Bible. You will use this to put the Bible verse, the Bible Story and storyboard pictures to help make the point that the truths you are teaching them come from the Bible.

Supplies

1 piece of 22" x 28" posterboard (white is fine. Green or brown is nice) Glue Stapler and staples or packing tape The Bible Cover pictures included on the following pages.

NOTE: The Bible Cover pictures included in this book cannot be created larger than 8.5" x 11". That means that they will be under-sized for a Bible Folder of the dimensions you are making. However, you can go online to the Hide "n' Seek Kids/Deep Down Detectives curriculum and there is a pdf of a bigger version of these covers that will actually fit the size of this HSK/DDD-"Bible" Folder.

Directions

1. Lay out poster board with long side along the bottom.

2. Fold in 2" on each side.

3. Take packing tape and tape the folded in 2" flaps to the main section of the posterboard, all the way down.

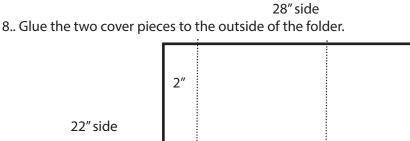
3. Fold up 8 1/2" on the bottom of the poster board.

4. Use packing tape to tape this flap in place, all the way down.

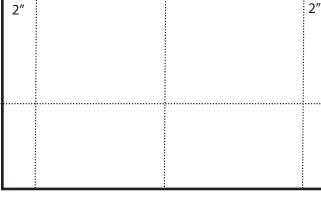
5. Take scissors and snip through the tape where the flap is attached to the folder. This will give you a bit more room in the folder.

6. Fold the poster board in the middle to make the center fold.

7. Cut out the Bible Cover Pictures. If possible, laminate these. They will last longer.



22" side



8 1/2"

Appendix Q: Resources to Make or Buy for Hide 'n' Seek Kids or Deep Down Detectives

