

# Building Faith With GRACELINK



L I N K

C U R R I C U L U M



**WE NEED YOUR HELP**

THE 7 CAMPAIGN IS A GLOBAL CAMPAIGN TO RAISE AWARENESS  
AND ADVOCATE FOR AN END TO THE ABUSE OF  
CHILDREN AROUND THE WORLD

HOW CAN YOU HELP STOP CHILD ABUSE?

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# Children's Sabbath School Leader

You have been asked to serve as a Children's Sabbath School leader. This is a wonderful opportunity to help disciple children – connecting them to a life-long loving relationship to Jesus. The GraceLink Curriculum is used. This has been designed for faith development – Bible-based and focussed on the key understandings and practice of Grace, Worship, Community and Service.

This guide has been designed to help you get started in this ministry.

## Core Values

<b>Joy</b>	we want the children to celebrate who God is
<b>Safety</b>	we ensure physical and emotional safety
<b>Family</b>	we recognise and empower the children's family
<b>Sharing</b>	we equip children to share God's grace
<b>Application</b>	we plan for a changed life
<b>Engagement</b>	we encourage active learning
<b>Relationships</b>	we are intentional about building relationships

## Accountable To:

Children's Ministries Coordinator and Children's Committee

## Specific Responsibilities:

- set goals for the Sabbath School
- organise and lead the Sabbath School – programs/themes
- coordinate room decorations, purchase and store resources/GraceLink Teachers Guides and children's Bible Study Guides
- delegate teacher's responsibilities and ensure Total Hour teaching happens
- equip and support teachers by meeting regularly for planning
- organise yearly Sabbath School training
- regularly encourage and thank teachers
- organises volunteers from youth and older members

- work with Children's Ministries Coordinator and children's committee to set a budget
- work with Children's Ministries Coordinator and children's committee to integrate all church activities and plan a yearly calendar of family-friendly events and parent outreach
- Maintain and update children's files – contact details, attendance, birthdays
- Ensure volunteers are screened and have completed child-safety forms and room environment is safe.

## Ministry Coordination

- ***Nurturing ministry:*** Greet and welcome children and parents; send get-well and birthday cards; visit sick children; build strong community; organise weekly snacks and regular potlucks; ensure children have quality discussion time in groups of approx. five
- ***Serving ministry:*** Empower children to serve the church, home and community – use ideas from GraceLink Teachers Guide
- ***Outreach:*** Encourage children to invite friends to Sabbath School
- ***Family ministry:*** Organise visitation so that each child receives a home visit at least once a year; equip and support parents to use Gracelink at home
- ***Worship ministry:*** Choose songs, musicians; provide a place where children can have a quiet time with God; ensure children, Sabbath School teachers and volunteers pray for each other and the Sabbath School
- ***Mentoring:*** Children to accept Jesus as Saviour, and put names forward for Commitment Ceremony ; teachers in spiritual growth; parents as they build faith at home

## Sabbath School leaders must be committed to:

- Jesus Christ and a growing relationship with Him
- Christ-centred ministry to children
- The Seventh-day Adventist Church and its beliefs
- A balanced Christian lifestyle
- Teamwork
- Cooperative ministry under the leadership of the children's ministries coordinator, church pastor and church board
- Personal growth in spiritual formation of children and teaching skills

## From the Pen of Ellen G. White. . .

"The modes of teaching which have been adopted with such success in the public schools could be employed with similar results in the Sabbath-school, and be the means of bringing children to Jesus and educating them in Bible truth" (*Testimonies on Sabbath-School Work*, p. 8).

"There are among us many young men and women who are not ignorant of our faith, yet whose hearts have never been touched by the power of divine grace. How can we who claim to be the servants of God pass on day after day, week after week, indifferent to their condition?" (*Gospel Workers*, p. 207).

"Never rest till every child in your class is brought to the saving knowledge of Christ" (*Testimonies on Sabbath-School Work*, p.13).

"To mold and fashion the character of children and youth is a work of the very highest importance, and in this work it is essential to present Christ in His matchless love to the mind, that His counter and stronger charms may eclipse the attractions of the world" (*Counsels on Sabbath School Work*, p. 52).

"The teachers may give character to the work, so that the exercises will not be dry and uninteresting" (*ibid*, p. 114). (See also pp. 99, 113, 116-118, 166, 167.)

"Teachers should strive to realize the greatness of their work . . . , for their work, in its importance, ranks with that of the Christian minister" (*Counsels for Parents and Teachers*, p. 498).

"The salvation of our pupils is the highest interest entrusted to the God-fearing teacher" (*Counsels on Sabbath School Work*, pp. 122, 123).

"What a child sees and hears is drawing deep lines upon his tender mind, which no after circumstances in life can entirely efface" (*Child Guidance*, p. 199).

"He who becomes a child of God should henceforth look upon himself as a **link in the chain** let down to save the world, one with Christ in His plan of mercy, going forth with Him to seek and save the lost" (*Ministry of Healing*, p. 105).

"The last merciful light, the last message of mercy to be given to the world, is a revelation of His character of love. The children of God are to manifest His glory. In their own life and character they are to reveal what the grace of God has done for them" (*Christ's Object Lessons*, pp. 415,416 )

"When the time shall come, in the providence of God, for the world to be tested upon the truth for that time, minds will be exercised by His Spirit to search the Scriptures, even with fasting and with prayer, until **link after link is searched out and united in a perfect chain**. Every fact which immediately concerns the salvation of souls will be made so clear that none need err or walk in darkness" (*Testimonies*, vol. 2, p. 692, emphasis added).



# GraceLink Sabbath School

## *Every Child a Disciple of Jesus*



**Connect to the Heart of Your Child**

**Say Goodbye to Busy Work and Entertainment**

**One Main Message Each Week**

**Teach How Kids Learn**

### **GRACE**

**G – God based**

**R – Relational**

**A – Applicable**

**C – Challenging**

**E – Experiential**

### **LINK**

**Link** children to salvation through Jesus and a help them to make a life commitment to being His disciple through living a life of Grace, Worship, Community and Service.  
*“He who becomes a child of God should henceforth look upon himself as a **link in the chain**, let down to save the world, one with Christ in His plan of mercy, going forth with Him to seek and save the lost.” Ministry of Healing p.105*

# GraceLink Overview

## Theology

### 1. Biblically Based

GraceLink is a 12-year curriculum comprising 624 lessons, all of which are firmly grounded in Scripture. Most lessons are story-based, some on scriptural references that teach a specific doctrine. Each story has been selected to develop one of the four dynamics of the GraceLink series: grace, worship, community, and service. Because each lesson centres on a single message, each telling of a Bible story is focused – not simply “watered-down”. Often a story is revisited elsewhere in the curriculum with another point of focus. This is a thematic curriculum; only one teaching point is made at a time from a specific Bible story.

### 2. Spirit of Prophecy Supported

Every lesson is supported by the writing of Ellen G. White. The Conflict of the Ages series is referred to most often. Other references include *Steps to Christ*, *Thought From the Mount of Blessing*, and *Christ’s Object Lessons*. In some instances quotations are included within the story; however, in most cases references are included in the Teacher Enrichment section of the teaching guide.

### 3. SDA Bible Commentary Use

Writers regularly referred to *The Seventh-day Adventist Bible Commentary* series to grasp understanding of the message being taught. Editors always referred to those references during the editing process. Quotations from the *Commentaries* are often used in the Teacher Enrichment section of the teaching guide.

### 4. Biblical Research Institute Involvement

During the editorial process, all GraceLink manuscripts were reviewed for theological soundness by the director or associates of the Biblical Research Institute at the General Conference. Dr. Angel Rodriguez and his associates gave close attention to all lessons and teaching guides.

### 5. Doctrines and Principles Taught

Virtually every Adventist doctrine is taught at some point during the 12-year curriculum. Even very young children learn of baptism by immersion, the state of the dead, the Sabbath, and other essential doctrines. These and others are taught through stories in coherent thematic clusters and reinforced through activities during the Sabbath School hour. The bedrock Adventist message is taught at every level with the most effective methods of instruction.

### 6. Four Dynamics

The four dynamics incorporated in the GraceLink curriculum provide a balanced



program and from the core of the curriculum. These are:

- Grace (Jesus loves me)
- Worship (I love Jesus)
- Community (We love each other)
- Service (We love you too)

### **7. Bible Story Emphasis**

Every lesson in every level of the 12-year program includes Bible study appropriate to the age of the child. Even children in Beginner Sabbath School learn that the Bible is God's Word. Teachers at that level are asked to open their Bibles when teaching the memory verse and show that verse to the children, to identify the Bible as God's Word as they use the Bible to teach the memory verse. In addition the teacher is directed to show the children the verses on which that day's Bible story is based and to read those verses aloud, pointing to each word or phrase as she or he reads. Kindergarten children also learn that their stories come from the Bible. Primary children learn how to find and read texts that provide a background for the lesson of the day and/or lead to more discussion of the lesson objective. Juniors are directed to individual daily Bible study to learn more of the story or to apply concepts taught.

### **8. Outreach – A Lifestyle**

Every lesson plan includes a section that calls for sharing what the child has learned with someone else – a friend, teacher, parent, relative, neighbour, or other person with whom the child frequently comes in contact. The child is often asked to make something in Sabbath School to give that person, and while giving it tell the person something about the story or lesson they have studied that day. The goal is to help children become so comfortable with sharing what they have learned that they will continue doing so throughout their lifetime.

### **9. Calls for Decisions**

Throughout each lesson children are invited to make decisions – how would they apply concepts studied in their own life? How could they use what they have learned to help themselves, their families, their friends? Questions such as “What could you do to . . .” or “How important is this to you and/or your family?” are frequently asked throughout the entire teaching/learning experience each week.

## **Educationally Sound**

The production of the original curriculum plan and outlined the teaching methods to be used. For the first time in the history of Adventism, Sabbath school lessons for children have been formulated with the use of current educational theory and methods. Curriculum consultants directed Writers from every world division followed these plans as they participated in the development of lessons. Same message – new methods.

### **1. Total – Hour Teaching**

Past programming for children's Sabbath School was rarely designed to complement the topic of the lesson for the day. About 40 minutes was spent on material unrelated to the lesson topic. At the most, younger children spent 15 to 20 minutes sitting in their chairs, listening to a teacher tell the lesson story as she or he placed felts on a felt board. The GraceLink curriculum provides total – hour teaching, in which every activity focuses on the central message of the Sabbath School lesson for that day. Objectives are clearly stated in the teaching guides. Activities are carefully outlined to teach to the stated point of the lesson. The entire lesson focuses on one carefully determined objective for the day.

### **2. Active Programs**

Today we know that we must approach learning activities through a variety of methods. Thus today's Sabbath School classes often nurture and exuberant atmosphere in which children actively pursue learning under the direction of a leader or teacher.

This process deals with knowledge, emotion, and application. Educational research tells us that people remember more when they are emotionally involved and that pleasant emotions enhance positive learning. Debriefing is essential to active learning. It is the means by which children (and adults) understand and apply what they have learned.

### **3. Learning Styles**

Educational research has determined that individuals learn best through a particular style or way of learning. Although each person may use all four of the identified styles or ways of learning at one time or another, most of us depend on one major application. These four learning styles are incorporated into every GraceLink lesson. This makes it possible for every child to grasp the point of the lesson and to understand it in her or his own way.

### **4. Inclusive Art**

The goal of the art in GraceLink, provided expressly for children by illustrators who specialize in art for children, is to provide a bias-free visual commentary integral to the text. People are depicted in a way that captures attitudes, personality, and ideas – to be symbolic of the points the lesson is trying to make. More “realistic” representations of people, which usually depict one culture or ethnic group to the exclusion of others, are avoided. Realistic, full-colour detail is used, however, in depicting cultural details of life in the Middle East during Bible times, such as the kinds of ovens used in the baking of bread.

# Dynamic 24/7 Faith

## GRACE: Jesus loves me.

**We want for our children** the peace that comes from growing up in a spiritual atmosphere founded upon, saturated with, and characterized by grace. In this atmosphere our children can learn how much Jesus loves them. They discover how He would have died for them even if they had been the only one who needed His help.



### What it means

They'll learn He has prepared a home for them in His eternal kingdom. They'll come to appreciate that this eternal home is a gift from the goodness of Jesus – that can't be earned. We believe that God's grace is sufficient for all our needs – that a mature Christian experience needs no other motivation and power than the grace of Jesus.

We believe that grace is the power behind "the good works that Christians do," even though we do not believe that "the good works that Christians do" earn salvation.

### What to do

Through our lessons and children's stories we want to impart the full impact of a grace orientation. Discussions about salvation will emphasize the actions of God toward us.

## WORSHIP: I love Jesus.

**We are eager for our children** to discover the joy of worshipping God. This joy is often evident in times of worship: family devotions, Sabbath School meetings, and church services.

### What it means

We also want our children to know that every moment of their lives can be a happy response to God's grace. Relations with mothers, fathers, sisters and brothers, teachers, classmates, and friends can praise God as well as promote harmony.



Our social activities reveal the God we worship as well as provide happy recreation. Our helpful activities can point people to Jesus as well as encourage others.

We believe that a maturing faith responds to and is empowered by God's grace in every aspect of our lives. That faith affects every aspect of our lifestyle and choices, and results in an abundant life, full of joy here on earth.

### What to do

In our children's stories and lessons, we must not separate the spiritual parts of our lives from the rest of what we do. All our children's activities must be open to the leading of God.

This is also a primary reason why we use contemporary versions of the Bible. Children need to hear God's Word in everyday language and know that they can speak to God as a friend.

## COMMUNITY: We love each other.

**We want to create** for our children a genuine community of faith in which their Christian experience can fully develop. We understand that this requires a modelling of God's grace that is accepting, non-judgemental, and forgiving.

### What it means

A genuine community of faith purposefully involves our children in spiritual life at home and in church. A faith community will actively challenge prejudice a division between gender, racial, ethnic, socio-economic, and age groups.

It means encouraging children's exploration of their own faith; and providing creative, thought-provoking challenges to spiritual growth. We should also teach our children how to support their faith community with their prayers, financial support, and participation.

We believe that a faith community begins in the home, is nurtured through Christian education, and is the vision in which all our churches seek fulfilment.

### What to do

Our children's lessons and stories need to help create a positive faith development climate. Through words and illustrations, we want to actively involve our children in their own congregations.

We want to see them taking part, asking questions, being warmly received as full members of their church, making contributions, and discovering answers.



## SERVICE: Jesus loves you, too.

**We want our children** to experience the profound satisfaction that comes from a life of service to others - fulfilling our church's mission in our homes, our neighbourhoods, our nation, and the world. Such satisfaction comes from experiencing the joy of service. It is our responsibility to help facilitate the motivation and opportunities for service.

### What it means

We can teach our children the blessings of serving God by their being faithful in little things. Teach them that everyday duties can be acts of devotion, and that each person has a special work in God's plan.

We can model faithfulness by extending hospitality, encouraging others with kindness, and attending to the physical needs of others. From their earliest days, our children need to know how special it is, how Christ-like, to be a servant.

### What to do

We believe that a grace orientation motivates us to serve others. Children who learn the joys of service experience a level of faith maturity that encourages a lifetime of service for God. We want to help our children personally discover this joy.





# TOTAL HOUR LEARNING

## Life Transformation



1. In Total hour learning the entire Sabbath School time is a complete learning cycle, teaching and reinforcing the point/message of the lesson. The time is not broken into program and class segments. The “Hour” is divided into four segments, each one of which appeals most strongly to a specific learning style. Taken in sequence, however, these segments follow the pattern of how the brain learns best. They answer the learning questions **Why? What? How and What If?** ( In other discussions referred to as the learning styles.)
2. **The first segment** of the “hour” involves an activity or activities which capture the attention and connect students emotionally with the topic for the lesson. These readiness activities are usually quite active and reach the students on more than one level of perception. These activities lead students to understand **Why?** they should learn the lesson, and to engage their feelings as well as their thoughts.
3. **The second segment** answers the learning question **What?** Even this traditional aspect of the learning cycle – the subject matter – takes on an additional colour as students learn the Bible story interactively (having some active part in the learning experience, and being engaged, not just as passive listeners).
4. **The third segment** of the total hour answers the question **How?** How does this apply to my life? Inspire the children to apply the Bible story. The students are able

to discuss a situation in contemporary life when the lesson's principle applies.

5. **The fourth segment** of the hour deals with what the student can do with the newly learned concept to bless others in the coming week. **What if. . ?** is the typical learning question. Children leave the Sabbath School ready to share the message learned.
6. In GraceLink curriculum there is also guidance given for the time-honoured business of Sabbath School, such as prayer, mission story, offering, and song service. This segment can be incorporated wherever the leader feels it works best. However, it is recommended that the Sabbath School hour begin with **readiness activities**.

## **Involve Children Actively in their Learning**

We know that children remember about 30 to 35 percent of what they hear, about 40 to 50 percent of what they see, and about 90 percent of what they do. The emphasis in GraceLink is placed on all three. Children are often guided through activities that incorporate hearing, seeing, and doing – and require activity

***“Tell me and I’ll forget.  
Show me and I may remember.  
Involve me and I’ll understand.”***

## **Multisensory Learning**

Use as many senses as possible

**Visual** – I learn what I see. I like pictures, video clips, posters, charts and I like drawing and creating.

**Auditory** – I learn what I hear. I like listening to stories and tapes, taking part in discussions, listening to and taking part in plays and readers’ theatre.

**Kinesthetic** – I learn when I move. I love drama, mime, service projects, field trips, activities that involve large body movements.

**Tactile** – I learn what I touch and manipulate. I love crafts, playdough, art projects, writing and recording.

## **Dig Deeper With Thinking-- Discussion and questioning**

**Thinking/Debriefing** questions follow activities in every segment, but are particularly important here. Through these prompts for discussion, the leader/teacher is able to ask questions that invite the students to reflect on what they experienced (reflective), what it means to them (interpretative), and what they can do about it (applicable). The debriefing time is what makes the activities educative and not just activity for activities sake.

### **Debriefing Activities**

Debriefing helps children process what they learned.



- a. Talk about what they did
  - Ask the kids to show what they made or created
  - Let them tell what they intended
- b. Talk about what they learned
  - Ask how they feel about the activity
  - Ask what they learned from the activity
- c. Relate the activity to the Bible
  - Ask what the activity tells them about the Bible verse
  - Ask, "What might God be telling us through this story?"
- d. Help them apply what they learned to real life today
  - Share what they learned
  - Act on what they learned

## Build Relationships

Before we can connect children to Jesus, we need to ensure that they are connected to us and that we spend quality time building relationships and talking with them. Children develop faith in the context of trust. Ensure that the precious time that we have with children is not wasted spending time in preparing resources. Chat and have fun.

## Partner With Parents

Parents are the Key disciple makers of their children and it is essential that we partner with them – equipping and empowering them for the important faith development that happens 6 days a week. (NB resource booklet on ideas for Partnering With Parents)

## Sabbath School Organization Questions

### What are the recommended age levels for each division?

Beginner	ages 0-2	2 year cycle
Kindergarten	ages 3-5	2 year cycle
Primary	ages 6-9	4 year cycle (grades 1-4)
Junior, Poweroints	ages 10-12	4 year cycle (grades 5-6)
Teens, Real Time Faith	ages 12-14	2 year cycle

### Ours is a small church; how should we handle combining some classes?

Every church should feel empowered to divide the children according to the local needs. For instance, if you have only a few babies in Beginners and too many 5 year olds for the space in Kindergarten, you may want to keep 3 year olds in Beginner. (More on combined divisions at [www.gracelink.net](http://www.gracelink.net) ) Smaller churches may need Kindergarten and Beginner classes combined. They can then use the Kindergarten programs in Sabbath School. In the GraceLink curriculum, the Beginner lesson each month is one of the weekly Kindergarten stories. Most 6 year olds are ready for the challenge of being in Primary, and do not belong in Kindergarten. The GraceLink Kindergarten lessons are designed for 3-5 year olds. Small churched that have only a few Juniors may have them help teach the smaller children, and provide a special program just for the Juniors after the potluck lunch or on Friday night.

# Making Scripture Stick

Our aim is to help children enjoy learning God's Word and to be able to apply it to their lives.

1. **God's word commands it!** Deuteronomy 6:6,7

*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.*

2. **It's valuable.** Psalm 119:9,11

*"How can a young man live a pure life? By living according to God's Word.. I have hidden your word in my heart so that I might not sin against you."*

3. **Verses committed to memory** as a child maybe drawn on in later life.

4. **They will guide and give direction** to a child's life. Psalm 119:105

*"Your word is a lamp to our feet and a light to our path."*

## Tips

1. Be thoroughly prepared and know how to use your materials/visuals.
2. Always have your materials made before class.
3. Use a variety of methods. Surprise adds excitement.
4. The activities should be fun and easy, not challenging.
5. Be enthusiastic.
6. Use lower case letters for young children.
7. Emphasize the central theme of the verse.
8. Use a Bible so that the children associate the verse with the Bible.
9. Repetition is essential. Repeat verse at least 6 times throughout the meeting.
10. Stress the doing, not just the knowing, of the verse.
11. Give them something to take home to remind them, eg, fridge magnet
12. Take no longer than 8 minutes to teach the verse.
13. Always encourage the children.
14. Use both audience participation and competition.
15. Provide mental relaxation after learning the verse eg, sing familiar song
16. To answer questions children must raise hands and remain seated. This will assist in maintaining control.
17. Question all children, not just the 'brighter' ones.
18. Treat all answers seriously.

HOW?

## Beginners

Praise the child for whatever response he or she makes. Some children may not be ready yet to try memorizing in class. Spend one month on one verse.

**Reading from the Bible.** The child "helps" an adult read the verse from the Bible, exaggerating emphasis on key words.

**Echoes.** The child echoes each phrase right after the adult says it.

**Bible verse songs.** Sing the song often in class until the children pick it up. The music aids memorization.

**Action songs.** Make up actions to sing with the song and the children will enjoy the verse more and learning it sooner.

## Kindergarten

**Reading from the Bible.** The child holds the Bible while adult points to the words and reads, even though she cannot read. Do this after each activity and story throughout the entire program. Soon, the child will complete the verse after hearing the first couple words. Prompt as necessary. Praise extravagantly.

**Tell Your Arms.** After the children begin to learn the verse, ask them to tell their arms. As they say each word, they pat alternate arms with the opposite hands. When they get the hang of this, speed it up. Vary it with "tell your shoulders" (tap alternate shoulders), "tell your head" (nod head from side to side), "tell your knees" (tap alternate knees), and "tell your feet" (stand up and tap alternate feet).

**Rhythm Band.** Kids tap rhythm instruments as they say the verse. They may even march as they play and say.

**Memory Lane.** Cut out colorful foot prints and laminate them. Tape footprints on the floor, one for each word of the Bible verse, spaced to form a pathway for one child at a time to walk. Kids line up and take turns to say the verse, taking a footstep for each word they say. If they miss a word, prompt them and then let them start over.

## Primary - Junior

If the memory text is read after each activity and the Bible story, the children soon memorize it and are ready for a memorization game. Do not ask them to say the verse just for the sake of saying it. Occasionally, you

can ask juniors to set the song to music and sing it to the class, say it with rhythm, or make a poster or door hanger that features the text.

**Flash Card Games.** Flash cards are index cards with a single. Different word of the text written on each. [The larger the group, the larger the cards need to be and the thicker the marker that you write with.]

**Scrambled Verse.** Hand out flash cards in random order. Kids arrange themselves in order of the verse and say the verse, each child saying the word they hold, and then say the verse all together.

**Bible Search.** Give kids the flash cards and the reference. They look up their Bibles and then assemble the verse.

**Missing Words.** The flash cards are in order where everyone can see them. Have everyone read the verse, and then remove one card. Everyone reads the verse, supplying the missing word. Repeat, each time removing one more card until there are no cards and kids can say the whole verse by themselves.

**Missing Word Snap.** Now say the verse from memory, deleting the first word and snapping fingers in place of the deleted word. Repeat, each time deleting and snapping for one more word. Works best for shorter verses.

**Bible Stepping Stones.** You need the memory verse on flash cards, one word per card. Arrange the words upside down on the floor, in order and only a step apart. The kids say the word and then step on the flash card before saying the next word of the verse. You can mix it up with the trail from the previous memory verse crisscrossing today's trail. The kids then have to recognize today's verse.

**Bible Memory.** You need pairs of cards, such as Bible lesson picture and a corresponding card with the verse only, Bible lesson title and corresponding card with verse only, Picture or words to represent an everyday situation; have a corresponding memory verse that speaks to the situation, First part of verse, last part of verse, Memory verse beginning, its Bible reference. To play Bible Memory: Lay the cards face down in rows. The children pick up two cards. If they match, they get to say that memory verse and keep the pair, otherwise they replace the cards and the person to their left takes their turn.

**Memory Toss.** To review the memory verse for the quarter, you need an egg carton and a button. In each of the hollows place a slip of paper with the reference for a memory verse, for example, John 3:16. The kids toss the button into the carton and say the memory verse that goes with the reference that the button lands on.

**Bible Relay.** Two team form two lines, players standing side by side with their Bibles. The teacher calls a Bible text. The person at one end of the team finds the verse and raises one hand. Only then may the next person start searching, and so on down the line. The last person to find the text runs to the front and the team starts saying the verse.

**Echo Canyon.** Stand in a circle. The leader reads the whole verse and then shouts the first phrase. Each successive person echoes the person before them, but less loudly. The leader follows on quickly with the next phrase which is echoed down the line, and so on, ending with the Bible reference.

**Jigsaw Puzzle.** Write the verse on a blank jigsaw puzzle. Mix up the pieces and time kids as they try to put it back together.

**Two Team Echo.** Divide up a short memory verse into two sections. Half of the class takes the first part, and the rest, the last part of the verse. Give the two teams two minutes to learn their part of the text. One team says their part of the verse and the other group follows with theirs. Do this several times and then challenge someone to stand and repeat the whole verse.

**Add One.** The kids stand or sit in a circle. The teacher says the first word of the verse, the person to her left says the next and so on around the circle, every person adding one more word until the verse is done.

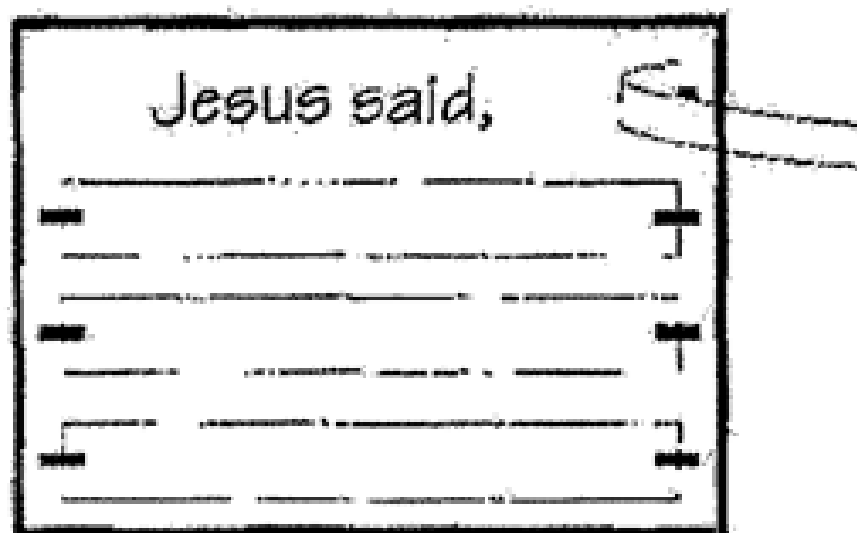
**Add On Toss.** The children stand in a circle. The teacher says the first word of the memory verse and throws a ball (bean bag or wad of paper) to someone across the circle. That person catches the object, says the next word of the verse, and throws to someone else. The object is to finish the verse without dropping the object.

**Add Two.** Play like Add One, except that each person says two words of the verse.

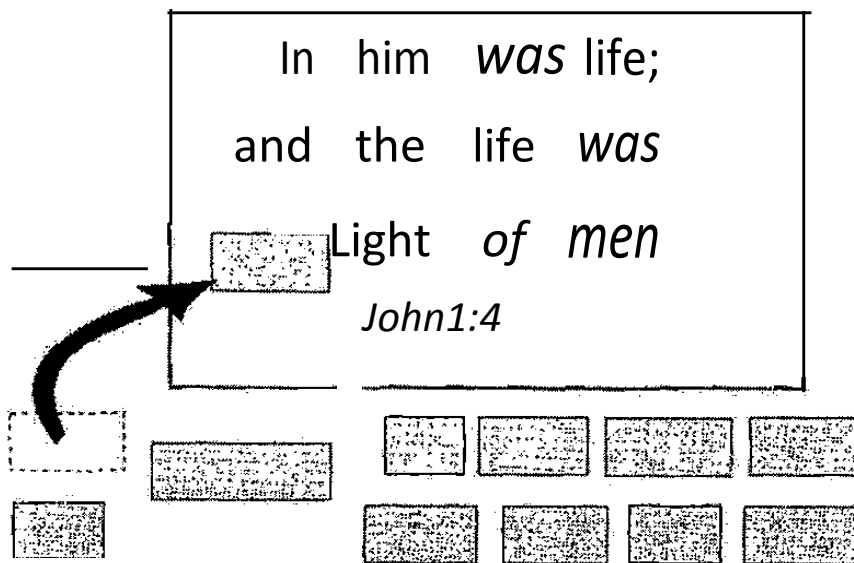
## Other Ideas

### Charts

Strip Charts-strips of paper hide the words of the verse until the time comes to show them. They may be covered up one at a time later, when memorizing the verse.



**Covered flaps-** on a piece of cardboard, write the verse spaced evenly. Use large sticky note paper to cover words one or two at a time, saying the whole verse each time. Repeat until all the verse is covered and the children are saying the verse by heart.



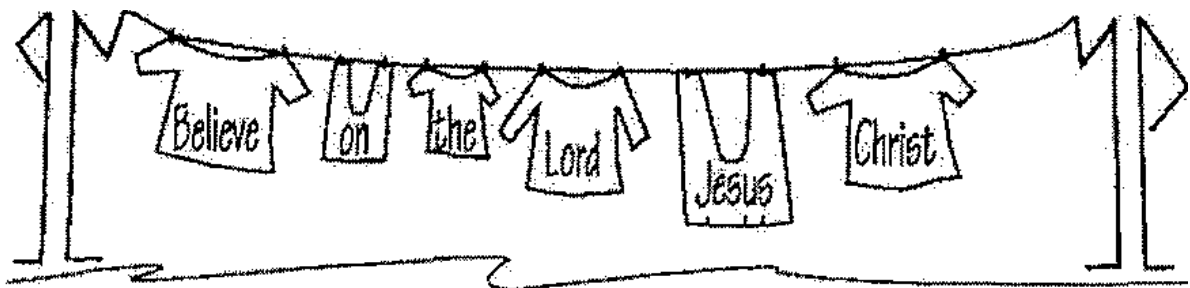
## Games

### **Clothes Line**

Materials – long piece of rope, pegs, large sticky notes, cardboard clothes shapes, washing basket, peg container.

Write words from the verse on the sticky notes and attach to the cardboard clothes shapes.

Divide children into two teams. One child from each team is selected to race to a washing basket, grab one piece of clothing each, then race to a box and grab two pegs. The first team to hang their pieces of clothing on the line in the correct order is the winner.





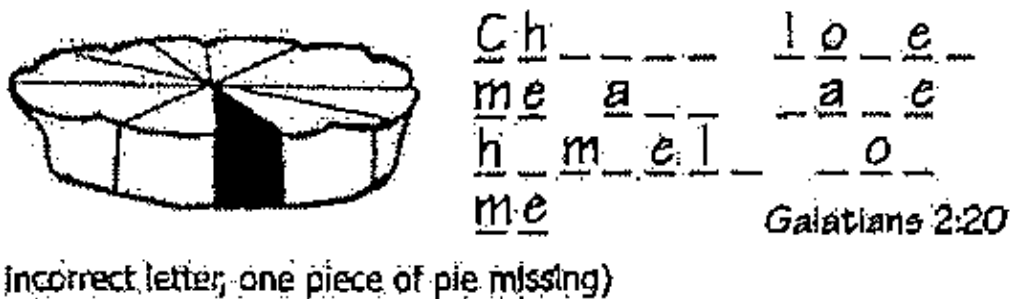
### **Pin board**

Materials- flashcards, pins, pin board (or blue tack)

Write words of Bible text on flashcards. After going over the text a few times give each child a flashcard and on the 'go' signal children race to put their flashcards in order. Time them. Read it through together. Keep trying to improve the time.

### **Apple Pie** (similar to hangman)

Draw a 20cm diameter apple pie in the bottom right-hand corner of whiteboard. Write dashes for each of the letters in the words of the memory verse. The child gives the leader a letter. If it is in the text, then the leader writes the letter(s) upon the relevant dashes. If that letter does not appear at all in the text, then you get to take a piece of apple pie (i.e., colour a segment of pie in with black as you take it). The idea is to see whether the children fill up all the letters first or the leader eats all the pie first.



### **Bean Bag Verse**

Sit the children in a circle and practice saying the memory verse together. Explain the rules of the bean bag game once the children are familiar with the verse. Begin the game by throwing the bean bag to someone. The child with the bean bag has to say the first word, before throwing it on to another child. Whoever the bean bag is thrown at is who says the next word in the verse. The bean bag can be thrown to anyone in the group. See how quickly they can throw the bean bag and say the verse as it is thrown around the group.

### **Picture Cups**

Buy some clear plastic mugs that come apart so different paper designs can be created and inserted into its wall. (Craft stores sell these.) Help your child write the memory verse on the paper, which is cut to fit inside the wall of the mug. Let your child decorate the paper. Slide the paper into the cup wall and make sure it's visible through the plastic section. Let your child use the cup at meal times; have them tell you the verse regularly. Replace verse as often as required. Hand wash the cup to protect the design.

### **Balloon Verse**

Buy some plain coloured balloons, one for each child; tie it to some string or ribbon. Give each child a copy of the verse to be learned. Once they know the verse, give them their balloon and let them use the markers to write the verse onto the balloon. Decorate the balloons to suit the passage. Make sure there are plenty of craft items; for example some folded paper, ribbons and card shapes. Give each child the opportunity to say the verse out loud and show of his or her balloon.



### **Memory Ball**

Buy some multi coloured beach balls. The following statements can be written on the sections to help you with your memory verses.

1. When can you use this verse in your life?
2. Say any part of the verse.
3. What does this verse tell you about God?
4. Where is the verse found in the Bible?
5. Act out the verse.
6. Put this verse in your own words.

When you have written those statements on the ball, throw it around the group and get them to answer the statement their thumb is touching.

### **Puppets**

Use a puppet each memory verse time- the puppet gains the attention, not you. Give your puppet a definite name and character- essential for success. Give it a definite role to perform and use it regularly in this.

### **Bricks**

Stack shoe boxes to act as bricks. The children build the wall in order.

### **Overhead Projector**

Using soluble pens, the verse may be written up, read aloud, and then one or two words at a time, wiped off. Read total verse and repeat the procedure.

### **Jigsaws**

Using a poster picture draw a jigsaw on the back with enough pieces to have one for each word in your memory verse. Cut up jigsaw and get children to stick pieces in order on card. Turn over to reveal picture.

# Storytelling For Discipleship

Story telling is a powerful medium for discipleship and communication. Stories are a way of both teaching the faith and helping children experience and live their faith in God. Bible stories tell the God story and give us the opportunity to talk and think about the role of God in our lives. Children's stories and our own life stories impart values and disciple children.

Stories have the potential to take listeners into the world of the Bible and create a desire to read the word of God. Have you ever wished that you were a great natural story teller? You may not feel that you are as good as some, but you are definitely a storyteller. In the following are ideas to help you ensure your story will be enjoyed and have a lasting impact.

## Preparation

To be an effective storyteller requires thorough practice and preparation.

### 1. Choosing the story

1. The story needs to have the same message as what is being taught or preached.
2. The story must be appropriate to the audience - the age, culture and background.
3. Beginner children need short stories. They love repetition, rhythm and participation. They cannot discern between fact and fantasy.
4. Kindergarten children are full of questions and need stories where they are able to feel, see, taste, touch and smell as they identify with the characters.
5. Primary children like heroes and have unlimited imagination. Tell the story from a different perspective. Tell stories of heroes and adventure.
6. Junior children are building their own identity and need stories that give them role models and heroes that can shape their lives.
7. Teens need stories that enable them to live their faith and help them put God into their everyday struggles and tensions

### 2. Personalise the story

Make the story your own. What does it say to you? Who are the characters? How did they feel? What did they see and smell?

### 3. Know the message of the story.

Your telling of the story should clearly reveal this message and it should not be said as a final moral statement.

#### **4. Know the story well.**

Read it through again and again. Have a captivating beginning that grabs attention and creates anticipation and curiosity. Find the climax of the story and reveal this slowly as the story develops. Work out to create interest and develop the plot. Plan a solid ending and don't make the story drag on forever. Practise, practise and practise until you are confident and relaxed.

#### **Telling the Story – The Fun Begins**

1. Arrange the audience so that they are as close as possible and there is room to move if needed. Be on their level as much as possible.
2. Connect with the audience and build a relationship with them.
3. Engage the listener's senses and emotions. They need to feel the hunger of the boy who shared his lunch with Jesus and the battle that was going on in his mind as to what to do. What did the people smell, hear, taste, see?
4. Introduce the characters and the feelings of sympathy, anger, joy or pain they are experiencing.
5. Keep the attention of the listeners by maintaining eye contact and responding to the reactions to your story. Sometimes it may be important to change your style during a story, if the listeners are not responding.
6. Use props. If you are telling a Bible story, bring your Bible so the children can connect with the word of God. Use children to act out different parts of the story or to repeat words and phrases to add emphasis. Young children in particular love to see pictures or articles that reinforce the story. Use puppets, toys, blocks and real articles.
7. Use the unexpected. Great stories often have an unexpected twist.
8. Use humour – find the fun and expected parts a story such as Jonah smelling like a rotten fish.
9. Use your voice and face. Use an animated tone, changes in pitch and pace. Your voice and face is what is going to convey joy, fear, surprise or anger.
10. Deal with disruptive children by moving closer, staring at the child or involving them in a positive way.
11. Enjoy yourself – it should be fun for you and your audience.

12. Elevate Christ and make sure that children get to see the greatness and grace of God. Help kids understand that Jesus is their Saviour and source of all good things.
13. Briefly debrief after a Sabbath School Bible story. What did this story make you feel? What new thing did you learn? Is there something that you would like to do differently in your life?



*"A great crowd gathered. People were coming to Jesus from every town. He told them this story: A farmer went out . . . when He had finished He said, 'He who has ears to hear, let him hear.'"*  
*Luke 8:4-8*

*Ideas taken from a chapter on writing and telling stories by David Goodwin in 'Celebrate Children' published by Kids Reach.*

### **Special Tips for Bible Stories**

*Ivy Beckwith .Formational Children's Ministries. 2010.*

Close to 80% of the Bible is stories, written to help us get to know God and fall in love with Him. They have the power to transform kids lives if we allow them to enter into the story and engage with it. Give children the opportunity to reflect and think about the story and how God is speaking to them in their everyday ordinary lives.

**Prepare** - Tell the story using as many sense as possible and get ready for engagement by inviting the children into a safe environment for engagement.

**Engage** - Retell and explore and wonder about the Bible story either by the teacher or the children through a variety of activities. This may be through drama, puppets, art (painting/ construction/drawing) music, manipulating figures on floor or in a sand tray – discussion, writing, worship. Children should be lead to answering two main questions: "Who is God in this story?" and "Who are you?".

Why did God want us to hear this story? What does the story tell us about God?  
What does the story mean to me?

**Reflect** - Now is the time for questions and conversations with children or children to children about how the story impacts their own lives, encouraging them to move more deeply into what God asks of them. Allow God to speak to them and not just give the message that the teachers guide gives.

# Teaching Children How To Pray

## What is prayer?

- Calling on the name of the Lord – Genesis 12:8, Psalm 46:1, Psalm 50:15, Psalm 116:4, Psalm 121:1,2
- Pouring out your heart – Psalm 25:1, Psalm 62: 8
- Crying out to God – 2 Samuel 22:7, Psalm 18:6, Psalm 27:7
- Drawing near to God and seeking Him – Psalm 27:8, Psalm 73:28, Hebrews 10:22
- Supplication or making requests – Jeremiah 36:7, Philippians 4:6

## How should we pray?

- In confidence and faith in God – Psalm 56:9, Matthew 21:22, James 1:6, 1 John 5:14
- With submission to God – James 4:7-8
- Continuously and earnestly – 1 Thessalonians 3:10, 1 Thessalonians 5:17
- With a desire to be heard – Nehemiah 1:6, Psalm 17:1, Psalm 55:1-2
- With boldness and a desire to be answered – Psalm 27:7, Psalm 102:2, Psalm 108:6
- For confession and repentance –

## Why should children pray?

Prayer teaches children that God wants to be their friend, that prayer is really important part of their lives and that God is longing for us to talk to him every day.

We should pray because the Bible tells us too. We should not be anxious because God is our provider and cares for us.

*Philippians 4:6*

*Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God.*

Expect growth in yourself and your family. Children's vocab and cognition will change and mature. Help prayer to be a natural part of their day.

## What should we pray for?

We should pray for all kinds of things – forgiveness, wisdom, help, health, courage, peace, a job. Ephesians 6:18a

And pray in the spirit, on all occasions with all kinds of prayers and requests.

Will God answer our Prayers?

**Yes.** He will. Will He do it in the way we expect? **Maybe.** Will we always like His answer? **No.**

The thing to remember that God will give us what we need. He knows our needs best.



*Ask and it shall be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened. Matthew 7:7-8*

## Types of Prayer

We can teach children some simple ways of praying that cover the types of things that they can pray for,

### ACTS model

**Adoration**, (telling God how great He is)

**Confession**, (telling God what you have done wrong and are sorry for and asking for forgiveness)

**Thanks**, (thanking God for all the things he has done and blessed you with)

**Supplication**, (asking God for things you need and making requests for others)

**TSP model** - This is a simple teaspoon model for young children

**Thanks** (thanking God for all the things he has done and blessed you with)

**Sorry** (telling God what you have done wrong and are sorry for and asking for forgiveness)

**Please** (asking God for things you need and making requests for others)

**Hand Prayers** – using the hand to remind the child of different things to pray for.

**Thumb** – this sticks out and away from your hand, so pray for those who are away from you, or in overseas countries – missionaries and friends.

**Pointer finger** – pray for those who point the way – those who lead and guide us such as ministers and teachers.

**Middle finger** – this tall, strong finger reminds us to pray for those who lead the government and the church.

**Ring finger** – this finger reminds us to pray for those who we love – our family and our friends.

**Little finger** - this reminds us to pray for those who are sick, helpless and weak.

**Whole hand** – pray for yourself, offering your hands to God to serve Him as *praying* and *serving* hands for all the people you meet.

### Colour Prayers

Children can choose a colour from the middle of the circle and pray for what the colour represents.

Red – Praying for families and the people who love us

Blue – Praying for those who are sick  
Green – Thanking God for food  
Orange – Praying for friends  
Yellow – Praying for the weather  
Brown – Praying for nature

**Prayer Cubes** - Pray following the structure recorded on the faces of a prayer cube. The children roll the cube and pray the suggested prayer. e.g. for family for friends, for the sick.

**Top Prayers** - Pray following the structure of a spinning top. Spin the paper top and pray about topic it comes to rest on. e.g. Sections can include family, sick people, children in poverty, church leaders.

**Prayer Books** - Pray following the illustrations in a prayer book. This book can be in the shape of a child praying and then contain pages of photos. e.g. a page of family, a page of food, a page of animals, a Jesus page.



## Methods of Prayer

### Individual Prayer

Teach children how to pray on their own. This will start in very simple ways such as the children repeating an adult's simple sentence prayer and following simple prayer outlines such as the TSP prayer.

Set up a prayer house for private prayers.

### Public Prayer

Again, keep it simple, with children repeating prayers and progressing to saying their own sentence. Keep using simple prayer outlines as different children contribute on different topics.

### Praying at Home

Equip children and their families on including prayer at routine times and also for the natural incidental moments. Try and include the whole family in praying. Prayer will bring the family closer and increases communication.

**Morning Time Prayers** – For God's blessing as you start the day. For specific family concerns,



**Meal Time Prayers** – teach children simple graces, giving thanks for their food. Make a place mat to record and illustrate your grace.

**Bedtime Prayers** – What were your highs and lows? What are you looking forward to tomorrow? What are you worried about?

## Prayer Activities

- Praying around a circle.
- Popcorn prayers - short thoughts at random from around the group.
- Praying through requests placed into a prayer request box. What do you want to thank God for? What concerns do you have for God today?
- Praying the characteristics of God. God is . . .
- Prayer walks around your church and local community. Praying for people in the homes that you walk past.
- Map Prayers - Praying by locating places in your town, your country or places around the world.
- Newspaper Prayers - Praying for people and events reported in the local newspaper.
- Balloon Prayers. Recording prayers on helium filled balloons and let go. Write pray on balloon and pop.
- Treasure Hunt Prayers – hide prayers and when everyone has found a prayer then come quietly together and pray.
- Prayers that focus on the different senses – thanks for all the things that smell nice; all the things that taste nice; all the things that are nice to see, all the things that are great to listen to, all the things that are lovely to touch.
- Alphabet prayers – focus prayers on things that start with the same letter of the alphabet.

## Confession Prayers

- Pray as bubbles are blown. When the bubble breaks the confession vanishes forever.
- Sand/salt confessions. Write your confession word into sand or salt. After praying, swirl the dish so that the word disappears.
- Write confession on tissue paper and as you silently pray put them into water and swirl until the paper disintegrates.

## Not all prayers have to be spoken

**Silent prayers** – everyone prays quietly on a specific issue in their own spot.

**Art** – draw, paint and make models of prayers. Make banners, posters, 3D displays. **Music** – singing songs of praise are a great way to pray thanks and adoration. Singing the Lord's Prayer (with actions) is a beautiful way for children to pray.

**Written** – writing down prayers helps kids think more about their prayers. Sometimes this written prayer is more personal for the child.

- Children can write prayers for Christmas cards and birthday cards. Children can keep a prayer journal. Some of this can be written and some of can be illustrations.

- Prayers can be recorded on a prayer wall, or a prayer book.
- Record prayers on paper and make a prayer paper chain with all the prayers.
- Answered prayers. Record prayers that have been answered in the prayer journal, the prayer wall and prayer book.

## Body Prayers

Think about how you can praise God with your feet? Your hands? Your mouth? Your arms? Your legs?

## Praying Scripture

Learn scripture and personalise prayers found in the bible – Psalms is a good place to start.

Numbers 6:24-26

*May the Lord bless you and keep you. The Lord make His face shine upon you and be gracious to you. The Lord turn His face toward you and give you peace.*

## Resources

Karen Holford. 100 Creative Prayer Ideas For kids. Pacific Press.



# Positive Behaviour Management

Ensuring safety, security, achievement and happiness

## Ensure Success with Careful Planning

- Choose a program that is appropriate to the children's age, ability and interests
- Select activities that are meaningful to the children
- Enlist helpers who accept and respect each other
- Ensure that the surroundings are pleasant, well-organised and suited to the age group

## Ensure Success with Thorough Preparation

- Pray for your program and each team member
- Pray for each child and their family by name
- Begin planning well ahead in the week
- Review your Children's Ministries Code of Behaviour
- Be punctual and have all resources ready
- Have all team members in place and ready to interact with the children

## Ensure Success with Purposeful Strategies

- Understand the worlds which impact on the children
- Recognise and meet their physical needs
- Recognise and meet their emotional needs
- Recognise and meet their identity needs
- Develop effective personal relationships
- Model and foster acceptance, belonging, security and trust
- Promote success and believe every child can achieve it

## Ensure Success by Building Relationships

- Accept and love the children
- Be reliable, realistic and consistent
- Focus on positive actions
- Talk to a child side by side
- Set clear and fair boundaries
- Practise active listening
- Use appropriate touch
- Encourage peer learning
- Be positive and truthful
- Use shared humour often
- Maintain confidences

## What is Discipline?

- It is taking action from love and concern
- It focuses on future, lasting change
- It gives security because it maintains consistent values
- It fosters self-control and responsibility
- It ensures respect for every child

## When Things Go Wrong

- Be there and be alert
- Deal with the children individually
- Ask the child to state what they did wrong
- Ask them to explain why their behaviour is wrong
- Ask them to state what they should have done
- The consequences of their behaviour are applied

## Controlling Misbehaviour by Bumps

“Each increased level of aggression bumps up the ante.” *Bennett and Smilanich*

### Bump 1

Low-key response (Deals with the problem not the student)

1. Proximity
2. Touch (light, quick)
3. Student's name (quick, quiet)
4. Gesture (finger on mouth)
5. The look (eye contact, quick)
6. The pause (active pause – scan the class, wait for compliance)
7. Ignore (turns it back on student)
8. Signal (to begin)

Apply bump 1 response to slow responder, saying, “thank you” when student complies.

**Managing allies:** Allies are other kids who respond to the offender before you can. You just asked everyone to think about a question. Andy blurts out his response. Bill shouts, “Be quiet, Andy!” Andy then replies to Bill and a heated exchange ensues – for the purpose of derailing the teacher. Apply bump 2.

### Bump 2

Minimal request – when a student doesn't respond to bump 1 and bumps again?

1. Pause
2. Turn toward the student (square off)
3. Give a minimal verbal request (are you finished?)
4. Give a polite thank you and keep going with the lesson



### **Bump 3**

The choice – a technique for presenting options.

1. Stop teaching, turn to the student (or approach privately)
2. Offer an appropriate choice, or just say “Decision please.”
3. Wait for an answer, verbal or non-verbal
4. Finish with “Thank you.”
5. Move to bump 4 if it doesn’t work

In between bumps, try to win them over with a little humour.

### **Bump 4**

Following through – this bump has two dimensions:

1. Following through on the choice you gave earlier
2. Implied choice – a choice you gave one student applies to all students if they heard the choice

### **Bump 5**

Steps to defuse a crisis or power struggle – to show that you mean what you say. After a choice has been given without effect, standing as close to the student as possible:

1. Stop teaching; square off to them
2. Make eye contact; take your time
3. Deal with allies; stand between them and the offender
4. Shift the focus of control to the student
5. Pause and allow the student to save face
6. Bring closure: Thank you, I appreciate that

## **The Role of a Group Teacher**

The leader up front is the class teacher who gives directions.

The group teacher is a volunteer who sits with a group of five children.

The group teacher is the leaders’ ally and the group’s coach.

Teaching this way makes it easy to recruit volunteers because they do not prepare a lesson.

They:

- Get to know the children in their group
- Help the children carry out the instructions of the teacher
- Take responsibility for only 5 students
- Sit with their group throughout
- Are responsible to the teacher up front
- Have a chance to lead children to Jesus

# Partnering With Parents

## Empowering, Equipping, Encouraging

***Parents are primary spiritual mentors of children and it is essential to extend ministry into the home and partner with them.***

God intends the home to be the primary context for growing children's faith. No one knows children better than parents. No one has the same amount of time to build relationships and trust, than parents. Research shows that when teens choose their most significant spiritual influences in their lives they put mum at number one and dad at number two. (*Mereton Strommen, p.6*) Valuegenesis 2 study reports that the faith of the family the child grew up in is one of the highest factors (82%) influencing faith development.

In Deuteronomy 6:4-7, Moses outlined the necessity of Israelite families passing faith to their children through daily rituals and storytelling. Parental responsibility is a biblical mandate. Unfortunately parents have abdicated this role to the church and churches have embraced this responsibility without ensuring that they in turn equip and empower parents to be the primary spiritual nurturers.

"There are two powerful influences on the planet – the church and the home. They both exist because God initiated them. If they work together they can potentially make a greater impact than if they work alone." *Reggie Joiner, p.20*

"For all their specialized training, church professionals realize that if a child is not receiving basic Christian nurture in the home, even the best teachers and curriculum will have minimal impact. *Majorie Thompson*

"When a church - intentionally or not – assumes a family's responsibilities in the arena of spiritually nurturing children, it fosters an unhealthy dependence upon the church to relieve the family of its biblical responsibility." *George Barna, p.81*

"We best serve the next generation when church and parents work together as a team, celebrating the crucial role of parents and the essential role of the faith community." *Children Matter, p.165*

### Strategies for Partnership

#### 1. Believe in your parents

Your attitude to parents will determine your approach to the family as a whole. Do you believe that most parents really want to be good parents and that they can become better parents? Do you believe that God has called them for this important job?

Sit with them and ask: what are your needs, frustrations, struggles and hopes for your kids?

## **2. Spiritually nurture them**

Disciple them – help them have a passion for God and show them how to put God first in their lives. Nurture them in their own bible study and prayer life.

“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.” Deuteronomy 6:4-6

## **3. Give them the vision of spiritual mentoring**

Show them the blessings that they will receive when they build spiritual relationships with their children and make spiritual development a priority.

“See, I will send you the prophet Elijah . . . He will turn the hearts of the fathers to their children and the hearts for the children to their fathers .” Malachi 4:5, 6

## **4. Equip them**

George Barna found that many parents believed that they were responsible for the spiritual development of their children, but gave this responsibility to the church.p.78. They either felt incapable, or scared that they wouldn't do it right. Help parents make small simple changes in the rhythm of the family's time together. Give them a plan, and show them how to have simple but intentional spiritual routines at home at times such as:

Getting up in the morning

Eating meals together

Walking or travelling together

Going to bed

TO: Pray together, read the Bible together, memorise scripture together, have faith conversations, play and have fun together.

Provide parents with activities /resources from worship and children's programs that they can do at home.

Provide resources that facilitate faith conversations and discussion in the home. Offer classes that will teach them how to lead their kids to Christ or that will teach them how to study the Bible with their kids.

Encourage them to visit and be involved in church children's ministry to see what their kids are learning. Experiencing what happens at church will also give parents ideas for what they can do at home.

## **5. Encourage and support**

Parents need to know that you will help them. Frustrated as we may be as leaders, we need to encourage and not brow-beat. Thank them for what they are doing, and the changes that they have made. Encourage them to do more. Be available as a listener.

## **6. Help them connect with other parents**

Create opportunities for them to be involved in small groups, social activities, parenting events, worship events and service projects.

Family mission and faith experiences link family members to each other and also to other families.

Ensure that your church is a true community. Show them that you as a church care about each other and that you pray for each other and plan to hold each other accountable.

## **7. Evaluate church strategies and ensure the church is family-friendly**

Evaluate current programs. Are they hindering parent participation?

Be careful of creating programs for the sake of programs but look for ways of using existing church programs to equip, support and empower. Find meaningful ways to include families with their children in every aspect of church life, including worship services.

Allow and welcome parents to be involved in children's discipleship activities such as Sabbath School, VBS and Adventurers.

Create places where families can pray together at church.

Celebrate Milestones – child and family events such as the birth of babies, baby dedication, starting school, commitment ceremony, baptism, leaving for University and graduation.

Organise events that provide opportunities for families to connect with their children. Let families minister together. Family members will be blessed as they share their talents together and strengthen their relationships.

## 8. Communicate well

Parents love to know what is happening and what is coming up in their kids' ministries. They would dialogue more with their kids about faith if they knew what to talk about. Use a variety of techniques. Speak one-on-one with interested parents. Use print sometimes, but also send e-mails, snail mail, messages on crafts, notice boards, information booths and parent newsletters [www.parentlink.org](http://www.parentlink.org)

## 9. Be positive

Act like every parent that you meet is coming to your church this week. Every parent needs you as a partner. Start acting like it. Reggie Joiner p.183

## 10. Be Intentional

Equipping and empowering parents is achievable if the church believes and values families and the discipleship of children. All ministries need to think through their strategies for partnerships so that churches can build strong families that are equipped and empowered as disciple makers of their children.

***“The church is in a unique position to give the family hope and direction because most parents would love to know that people other than themselves think about their families. The magic of the home is that it is the place where the family can start over with the same people every day.”***

*Reggie Joiner pg. 18*

[www.buildingchildrensministries.com](http://www.buildingchildrensministries.com) Connecting with Parents

Mark Holman, *Faith Begins At Home*

Reggie Joiner, *Think Orange*

Scottie May, Beth Posterski, Catherine Stonehouse, Linda Cannell, *Children Matter*

Merton Strommen, in Majorie Thompson, *Family: The Forming Centre*

# General Sabbath School Resources



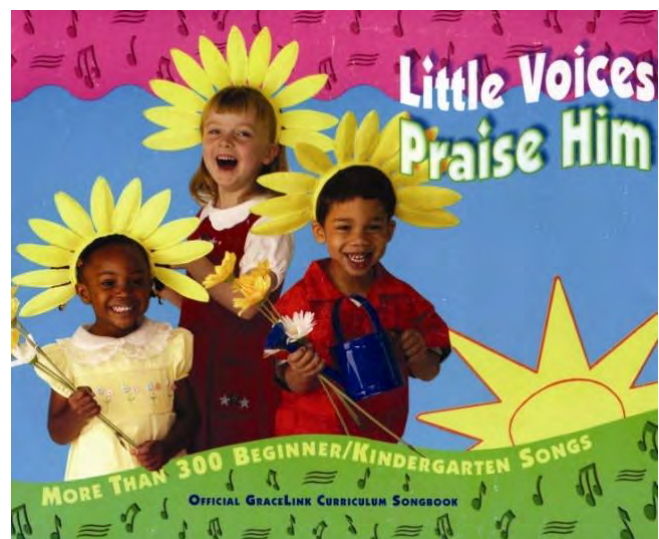
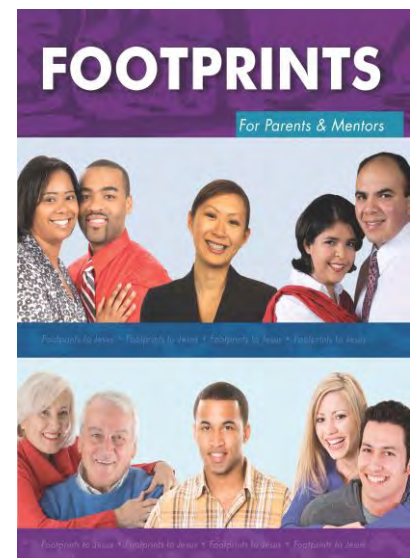
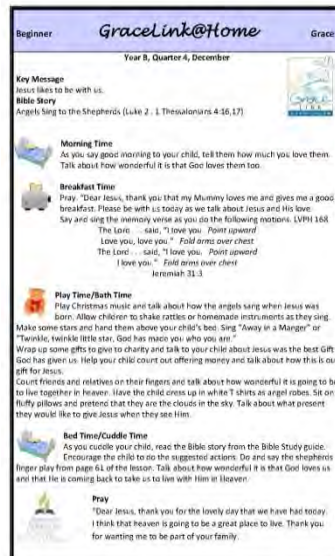
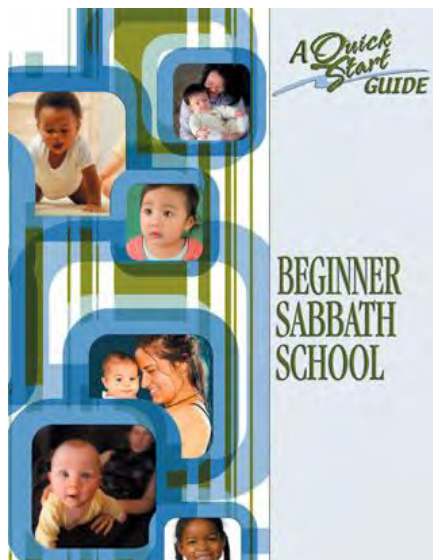
- [www.gracelink.net](http://www.gracelink.net)
- Scope and Sequence charts
- Magazine- Kids Ministry Ideas (Review and Herald)
- Children's Mission Quarterly and Adventist Mission DVD [www.adventmission.org](http://www.adventmission.org)
- Table Talk - Adventist Book Centre
- 100 Creative Prayer Activities – Karen Holford (Pacific Press)
- 100 Quick and Easy Worship Ideas – Karen Holford (Pacific Press)
- 100 Creative Ways to Learn Memory Verses – Karen Holford (R & H)
- 100 Creative Activities for Sabbath- Karen Holford (Pacific Press)
- God loves Me 28 Ways – Charles Mills and Linda Koh.
- Learn About God's Love – Activities book, - GC Children's Ministries
- Sing About God's Love – Song book and CD - GC Children's Ministries)
- God's Ten Promises – Kimberley Tagert-Paul (Pacific Press)
- We Can Trust the Bible – Tim Hale (Pacific Press)
- Pocket Guide to Discipline – group.com
- Pocket Guide to Special Needs – group.com
- Celebrate Children – David Goodwin, Editor (KidsReach)
- The Kingdom Scroll - David Edgren (Pacific Press)
- The Lamb Scroll - David Edgren (Pacific Press)
- The Serpent Scroll – David Edgren (Pacific Press)
- The Perfect Lamb- David Edgren (Signs Publishing)
- Maggie Asks Why? Laura Winn (Review and Herald)
- Michael Asks Why? Sally Pierce Dillon (Pacific Press)
- Kids Preach - Adventist Book Centre

## Leaflets/Booklets

- Children's Ministries Coordinator Job Description
- Partnering with Parents
- Reducing the Impact of Childhood Sexualisation
- The Family and Technology
- Worship Tips for Pastors and Families
- Orange Thinking
- Parenting Beyond your Capacity
- SHINE – Serve Him IN Everything

## Beginner, 0-2 years

- GraceLink Beginners Teachers Guide
- Scope and Sequence for Beginners
- Gracelink Storytelling iPad app
- Quick Start Guide - Beginner Sabbath School Leader (Advent Source)
- GraceLink@Home – Beginners
- GraceLink Beginner Flip chart
- Little Voices Praise Him – Song book and accompaniment music CD
- Footprints For Parents – Kids In Discipleship – Advent Source
- Welcome Baby Package





# Kindergarten, 3-5 years

- GraceLink Kindergarten Teachers Guide
- Scope and Sequence for Kindergarten
- Gracelink Storytelling iPad app
- Gracelink Kindergarten animation : vimeo and youtube
- Quick Start Guide - Kindergarten Sabbath School Leader (Advent Source)
- GraceLink@Home - Kindy
- GraceLink Kindergarten Flip Chart (Adventist Book Centre)
- Little Voices Praise Him – Song book and accompaniment music CD
- 52 Easy Program Ideas for Kindergarten Sabbath school – Year A (Advent Source)
- 52 Easy Program Ideas for Kindergarten Sabbath school – Year B (Advent Source)

Kindergarten **GraceLink@Home** Community

Year B Quarter 4, Week 2

**Key Message** – God’s people work together to help others.

**Bible Story** – Seven Special Helpers (Acts 6:1-7)

**Memory Verse** – Share (Pretend to distribute something) **with God’s people** (Point to others) **who need help** (Put hands together with sad look on face) Romans 12:13 (Palms together and then open)

**Breakfast Time** – Have only one yummy breakfast treat (Something your family really likes eg blueberry Muffin) in front of you. Make a lot of noise about how much you are going to enjoy it. As your family begin to argue about who wants the muffin discuss how you are going to solve the problem. Discuss why arguing is never helpful. Challenge your family to solve problems in creative, Christian ways.

**Prayer** – As you say grace, pray a prayer of thanks that we can care for each other and solve problems together in a Christian way.

**Memory Verse** - Repeat memory verse together.

**Drive Time** – As you drive see if you can spot seven different people who are helping others out the window. Now work with your child to brainstorm seven ways that you can help others. Sing a caring song together.

**Prayer** - Thank God that we can care for His people just like He cares for us.

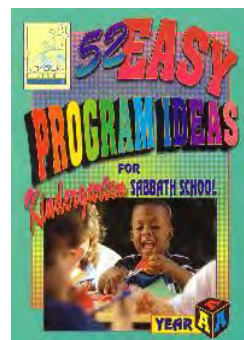
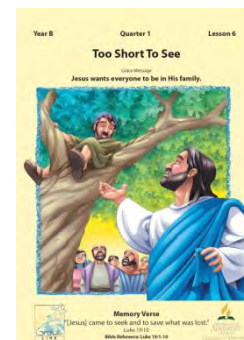
**Play Time** - Help your child make so food for someone who is sick or needy and then help them deliver it.

Or

Act out the Bible story with your child using their soft toys to represent the characters in the story and discuss why the apostles appointed the seven deacons and why the work of these deacons was so important.

**Bed Time** - Read or tell the Bible story out of the Bible. Ask your child who was arguing and why? How did the apostles solve the problem? How many people were chosen to be Deacons? How do you think that we can help others like the Deacons did. Tell a story about a time when the Church or someone special cared about you. Talk about how it made you feel. Ask your child if they have any questions about the stories?

**Prayer** - Hug your child and encourage them to say a short prayer and then pray a prayer of thanks to God that he cares for us. Help us to care for others in the church as well..



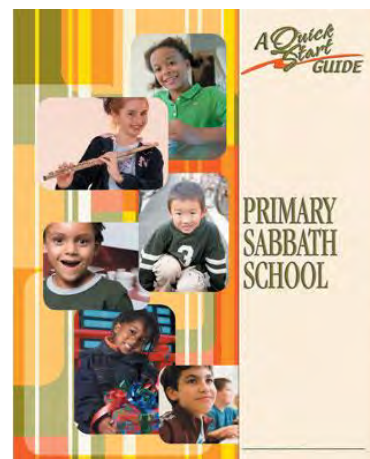
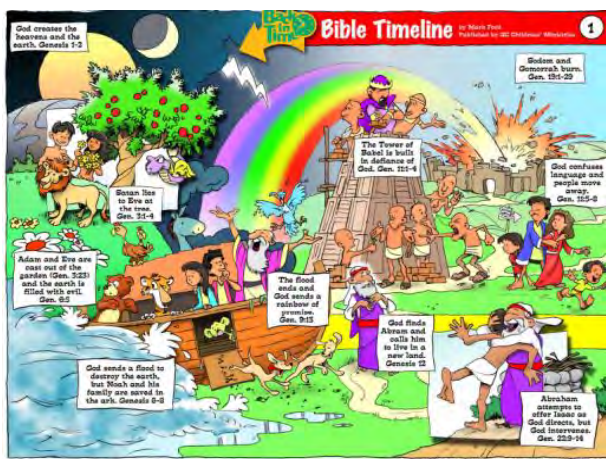
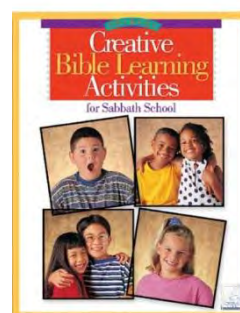
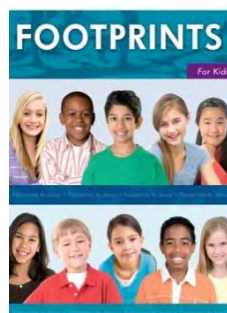


## Primary, 6-9 years

- GraceLink Primary Teachers Guide
- Scope and Sequence for Primary
- Gracelink Storytelling iPad app
- Primary podcast and jigsaw puzzles
- Quick Start Guide - Primary Sabbath School Leader (Advent Source)
- GraceLink@Home – Primary
- GodLink – Primary Bible Reading Guide
- My GodLink - Journal
- Bible Timeline
- Creative Bible Learning Activities for Primary Sabbath School (Advent Source)
- Child Commitment Ceremony

### Bible Studies

- Daily Bites – Come to Jesus
- Footprints for Kids – Kids In Discipleship – Advent Source
- Making Jesus My Best Friend – Baptism prep. Ages 8-10 (Review and Herald)
- Let's Begin for 7-10 year olds – Adventist Media



## Junior, 10-12 years

- Powerpoints Teachers Guide
- Scope and sequence for Junior
- Quick Start Guide – Junior Sabbath School Leader (Advent Source)
- GraceLink@Home – Powerpoints
- South Pacific Kids Prayer Journal

### Bible Studies

- Daily Bites – Dig Deeper, Share Jesus
- Footprints for Kids – Kids In Discipleship – Advent Source
- Let's Explore for 10-12 year olds – Adventist Media
- Christwise Discipleship Guide for Juniors – Troy Fitzgerald (Review and Herald)



Power Points	GraceLink@Home			Year A Quarter 1
	Bible Story	Memory Verse	Main Point for the Week	Family Time Discussion
<b>January</b> Grace: God offers Himself for us.	God tests Abraham (Gen. 22:1-14) David confronts Goliath (1 Sam. 17) Jehoshaphat's choir sings (2 Chron. 20:1-30) Elijah storms Mt. Carmel (1 Kings 18:16-46)	Gen. 22:14 Psalm 18:2 2 Chron. 20:17 1 Kings 18:37	Grace is God putting Himself in our place. God is our champion. God has won the victory for us. God never gives up on us.	What gifts has God shared with you? How can we trust God more? What are some things that make you afraid? How can we make God our champion? Share a time when you won at something? How did you feel? Did you know God has won a victory for us? How can we accept this? Share a time when you never gave up when it got hard. What may be some idols that you worship instead of God?
<b>February</b> Worship: We respond to God's great love.	Jesus cleanses the temple (John 2:13-25) Jesus reads in the synagogue (Luke 4:16-30) Jesus preaches in Capernaum (Mark 1:21-28) Jesus meets the woman at the well (John 4:5-26)	Matt. 21:13 Psalm 16:7,8 Psalm 100:4 John 4:24	Reverence is worship. Christ is the centre of our worship. Participating in church is worship. We can worship God anywhere.	How do you think Jesus feels as He sees you in church? What ways can we worship Jesus better? Share something that made you feel close to God. What can we do for great family worship? Share a time when you helped during the church service. How did it make you feel? What are some things you would like to do? How would you respond/feel if a strange person asked you for something? Share 5 places and ways we can worship God.
<b>March</b> Community: We treat one another with respect.	David and Jonathan are friends (1 Sam. 20) Saul hunts for David (1 Sam. 24) Abigail aids David (1 Sam. 25:1-35) David covers Bathsheba (2 Sam. 11) Nathan confronts David (2 Sam. 12)	1 Sam. 20:42 1 Peter 2:17 Micah 6:8 Proverbs 12:22 Psalm 32:5	We respect our friends. We respect all people. We treat one another fairly. We don't take advantage of people. We forgive ourselves and others.	What qualities do you like in a friend? What do you think respect really means? When are the times when you felt you wanted to get revenge? How can we respect people who may not like us? How do you think you might have reacted if someone came to correct you? Share a time when you were tempted to hide something you have done wrong. What should you do if know someone who has done something wrong? Describe how you felt after you had asked God for forgiveness. How can you show God that you love Him



## Teens, 13-14

- Real Time Faith Teachers Guide
- 28 Stories – David Edgren
- Christwise Discipleship Guide for Teens – Troy Fitzgerald (R & H)

# Websites For Children's Ministries

## Adventist Sites

[www.adventist.org.au/children](http://www.adventist.org.au/children)

South Pacific Division website

[www.gracelink.net](http://www.gracelink.net)

GraceLink curriculum website. Download Bible studies in four languages, pod casts and Kindy animation

[www.gcchildmin.org/](http://www.gcchildmin.org/)

General Conference website

[www.childmin.com](http://www.childmin.com)

A great Seventh-day Adventist Children's ministry site by the North American Division, with great resources and support available

[www.safeplaceservices.org.au](http://www.safeplaceservices.org.au)

For leaflets and information on church safe place policies and child abuse issues.

[www.thesevencampaign.com](http://www.thesevencampaign.com)

For information and advocacy to end child abuse.

[www.mssscrafts.com](http://www.mssscrafts.com)

A site by Vicki Budden, with ideas for Sabbath School, weekday activities and more recently, inspiration for activities and special days for the local playgroup.

[www.maxipraise.com](http://www.maxipraise.com) Christian music

[www.abide.com.au](http://www.abide.com.au)

Arnies Shack, Sabbath Music and resource pages

[www.adventsource.org](http://www.adventsource.org) Ordering resources on online

[www.kidsministryideas.com](http://www.kidsministryideas.com)

[www.indiscipleship.org](http://www.indiscipleship.org)

Kids in Discipleship home page and newsletters

[www.myplacewithJesus.com](http://www.myplacewithJesus.com)

It is Written - Interactive children's Bible studies and activities

[www.kidzvop.com](http://www.kidzvop.com)

Kid zone – interactive children’s Bible studies and activities

[www.kidsviewmagazine.org](http://www.kidsviewmagazine.org)

[www.parkerspuzzle.com](http://www.parkerspuzzle.com)

Hope Channel children’s program

[www.tinytots4jesus.org](http://www.tinytots4jesus.org)

Interactive webpage for little children –stories, songs.

[www.kids4jesus.com.au](http://www.kids4jesus.com.au)

Worship music for children, by children

[www.adventsource.org](http://www.adventsource.org)

NAD book shop and resources

[www.adventistbookcentre.com.au](http://www.adventistbookcentre.com.au)

Australian Adventist Book Centre webpage.

[www.resources.adventist.org.au](http://www.resources.adventist.org.au)

AUC Resource Centre, Melbourne

[www.adventistmedia.com.au](http://www.adventistmedia.com.au)

Discovery Centre Bible studies for kids. Let’s Begin and Let’s Explore

[www.adventistmission.org](http://www.adventistmission.org)

For children’s mission News

### **Other Leadership Resources**

[www.childrensministry.net](http://www.childrensministry.net)

A great site full of Evangelism tools and resources both online and offline

[www.grouppublishing.com](http://www.grouppublishing.com)

Lots of children’s Bible studies, VBS programs etc.

[www.kidsreach.org.au](http://www.kidsreach.org.au)

Children’s ministries resources – Kids club Discovery packs – Newsletter – object lessons

[www.childrensbulletins.com/](http://www.childrensbulletins.com/)

Children’s worship bulletins

[www.parentsinc.org.nz](http://www.parentsinc.org.nz)

Parenting courses, parenting tips, resources

[www.parentlink.org](http://www.parentlink.org)

Newsletters for your parents

### **Colouring/Activity Pages**

#### **Testament/New Testament Calvary Chapel Old Curriculum**

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

Resources for 325 Bible stories from Genesis right through to Revelation! Each has a colouring page, word searches, crosswords and work sheets catering for a large age group.

#### **Christian Answers Kids Explorer**

<http://christiananswers.net/kids/home.html>

A huge range of printable colouring pages, puzzles and games, as well as some Christian material on Dinosaurs.

#### **Colouring Page**

<http://coloring-page.com/bible.html>

Over 70 Bible colouring pages on this site. Try also the Activity Pad (<http://activitypad.com> – a related site) to find some nature related word searches, dot-to-dots and mazes.

#### **All God's Children**

<http://allgodskids.com/coloring.html>

Some great Bible and nature colouring pages.

#### **Bible Activity Worksheets**

<http://members.aol.com/bobwhit/bibleWS.htm>

A good range of Old and New Testament worksheets.

#### **Homeword Bible Colouring Pages**

<http://www.homeword.ws>

Over 50 scripture colouring pages

#### **Enchanted Learning**

<http://www.enchantedlearning.com/coloring/>

Huge range of animal colouring pages and printouts. These are great as interesting facts are also given for each animal.

#### **Devotionals**

[www.sermons4kids.com](http://www.sermons4kids.com)

Devotionals, puzzles, groups games, colouring pages.

#### **Puzzlemaker**

<http://www.puzzlemaker.com>

## Notes



# 777

## Prayer Kids



Join millions of **Seventh-day Adventist children** worldwide  
**Seven days** a week at **Seven o'clock** (morning or evening)  
**IN PRAYER FOR THE OUTPOURING OF THE HOLY SPIRIT.**

Pray for the Holy Spirit to give you  
**courage to share** Jesus with your friends.

Pray **for friends** who don't know Jesus.

Pray for children in **specific countries**  
who need to know Jesus.

Pray **with a friend** at school.

Pray **for teachers** who do not know Jesus.

Pray that the Spirit will change us  
and help us to **be more like Jesus.**

