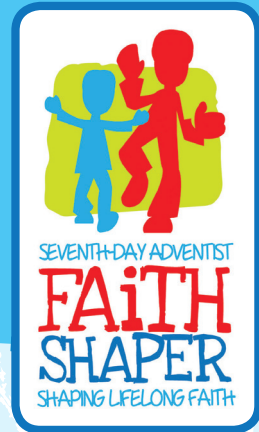


The faith shaper guide to GOD ENCOUNTERS

Shaping Lifelong Faith Through: **God Encounters**
children.adventist.org.au/faith-shaper



7 Essential Faith Experiences

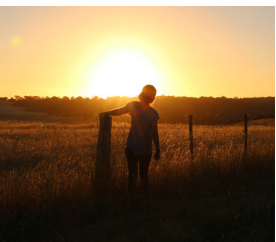


For Home,
Church and School

- S** Service and Mission
- H** Homes Empowered
- A** Authentic Relationships
- P** Participation
- I** Intergenerational Connections
- N** Noteworthy Memory Events
- G** God Encounters

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But grow in the grace and knowledge of our Lord
and Saviour Jesus Christ. (2 Peter 3:18, NIV)



GOD ENCOUNTERS

INTRODUCTION

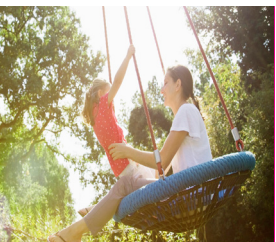
Welcome to these notes on God Encounters. Our children desperately need to encounter God to build a faith that lasts a life-time. What we do at church in our children's programs and at home in our worships has a huge influence on whether our children just learn about God, or whether they develop an intimate relationship with Him with a passion to keep growing, learning and following.

May you find ideas in this booklet that will help you provide the experiences that your children need. Life-long faith is about having a personal, daily, real relationship with God. Remember God is seeking your child and wants to encounter them.

Blessings

The Discipleship Ministry Team

South Pacific Division Seventh-day Adventist Church



GOD ENCOUNTERS

Julie Weslake

"Let the children come to me and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19: 13-15

Children's Ministries and in particular Children's Sabbath School, exist to provide discipleship that ensures children come to Jesus and encounter God. Its vision is that every child is a disciple of Jesus. Discipleship is a life-long journey where the best results happen when children commence this journey as early as possible and parents and leaders are intentional about providing the necessary experiences and environment. Children need adults to walk this journey with them.

Wholistic:

We learn from the early life of Jesus that discipleship is wholistic – that it involves the nurturing of the whole child. Luke 2:52 says that "Jesus grew in wisdom and stature and in favour with God and man." Mary and Joseph ensured that he developed intellectually, physically, socially/emotionally, and spiritually. Like Jesus, our children will develop life-long faith when we ensure wholistic faith development discipleship – that we provide experiences to grow the head, the heart and involve the hands. This happens when we enable them to have "God Encounters" that build beliefs, attitudes, values.

We are wholisitc when we use the latest teaching techniques, provide them with good nutrition and physical activity, ensure that they are surrounded with people who build 'Authentic Relationships', and empower them to participate and to be a part of the mission of the church.

"The goal must be to transform the heart so that every aspect of the person becomes progressively more Christlike." Gary Newton, Heart Deep Teaching.

This involves more than giving children a knowledge about God, with emphasis on how many Bible facts they know. We must also give children a positive attitude of God and Christians. Children need to fall in love with Jesus and passionately want to live for Him, serve him and keep growing closer to Him.

"People will not respond to God if it is just based on knowledge. Today kids need to feel that they belong. They will believe in a group where they feel that they belong."
James Engle.

Faith Dynamics:

Emphasis needs to be given to helping children understand and live the 4 essentials of faith development. These are the building blocks of growing faith.

Grace – Jesus loves me. This is the demonstration of God's love for us. He sent His son to die in our place, to redeem us, and to accept us.

Worship – I love Jesus. In response to how much God loves us we love and worship Him back. We worship Him through praise, through our lifestyle and through our stewardship of what he has done for us.

Community – We love each other. Children both need and contribute to building quality relationships with those around them, showing God's love.

Service – Jesus loves you too. Children need to reach out and serve people outside their immediate church community and family. They give the invitation of hope for the future.

1. Intimate and Personal

Parents and leaders need to provide an environment and experiences that allow children to encounter Jesus intimately, personally, and regularly through prayer and reflection.

Pathways to God:

God made us all different and how we connect personally with God are not identical. There is not a "one size fits all" approach to discipleship. There are six pathways that allow us to grow spiritually.

- **Intellectual** - these children draw closer to God when they learn more about God. They love to study the Bible in depth and have great Bible knowledge.
- **Relational** – these children have a deep sense of God when they are learning with others. They love to pray and study in small groups.
- **Serving** – these children find God more real when they are serving others. They are compassionate people who care and need to be helpful.
- **Worship** – these children need to worship God. Something deep inside them is drawn to God when they sing and praise. They are enthusiastic worshippers.
- **Contemplative** – these children are closest to God when noise and distractions are removed. Solitude and silence connect them with God and they enjoy praying and reading alone.
- **Creation** – these children have a passion for God in creation. They find nature spiritually powerful and learn valuable lessons.

Heart Habits:

Parents and leaders need to help children to develop the heart habits for a personal and intimate connection to God.

- **Model the heart habits.** As parents and leaders we need to be showing children that they have these habits - that you spend the time to connect with God. Do your children see you reading the Bible and praying?
- **Teach them to pray.** Start as early as possible to pray with children and encourage them to pray to God. Start with children copying your simple prayers and then provide opportunities for them to pray simple sentence prayers. Be specific and pray for real needs. The “teaspoon” model or TSP gives some simple structure. Thank you prayers, Sorry prayers and Please prayers. Be creative and don’t forget to thank God for His answers to prayer.
- **Bible Reading.** Read God’s word to children. Be age appropriate. You can follow the GraceLink Sabbath school guide, or read a children’s Bible or devotional. A regular time each day when children know that they can snuggle up and have a Bible story, becomes a powerful God Encounter.
Ensure children have an age-appropriate Bible. It is still the word of God if it has pictures in it. As children get older encourage them to read God’s word for themselves. Follow up with asking them what God has been teaching them.
- **Journaling.** The Bible becomes personal and intimate when time is spend writing down the key things that have been learnt and what you want to do with the new

information. Keeping a family worship journal will provide a model and help to develop personal journaling.

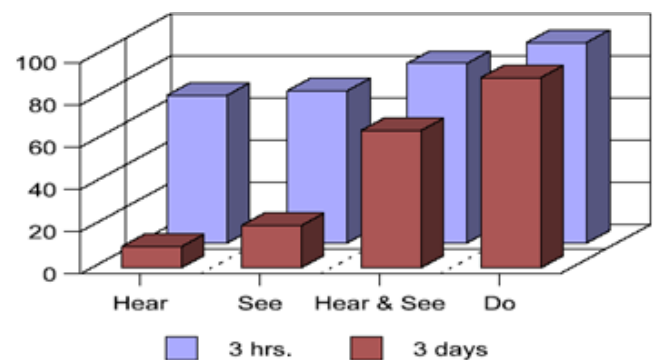
- **Spiritual Conversations.** Children need adults to talk to them about God and faith. They need people who will listen to them intently, wonder aloud with them and answer their questions. They desperately need people who love and respect them and truly care.

2. Learning Activities: Be creative in sharing the Bible story

Experiential:

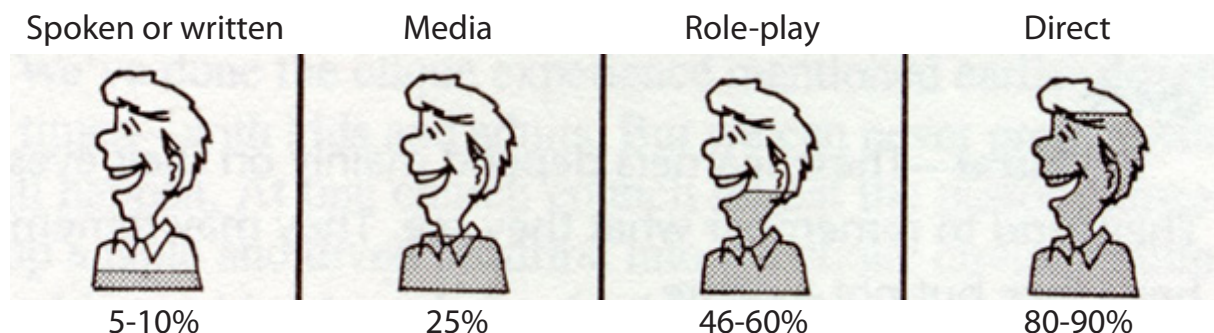
Children need to experience the Bible in a way that actively engages their minds, bodies and emotions. As the Chinese proverb says:

*"Tell me and I'll forget.
Show me and I may remember.
Involve me and I'll understand."*



Research shows that people retain more new learning if they are involved in the process.

What do we remember?



Multisensory:

Modes of learning and remembering involve the 5 senses. Teachers should aim to use a good variety of senses and as many 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 media, taking part in discussions, listening to and taking part in plays and readers theatre.
- **Tactile** – I learn when I touch and manipulate. I love holding concrete objects, making things, playdough, art projects, construction.

- **Smell** – I learn what I can smell. I love smelling food, cooking, perfumes, and even bad smells help me remember.
- **Taste** – I learn what I taste. I like the Bible stories that have something for me to eat or drink.

Multiple Intelligences:

Everyone is smart (intelligent) in some way or in several ways. Howard Gardner has described that there are 8 different ways in which we are intelligent. As teachers we need to observe the intelligences our children have and use more activities that focus on the type of intelligence.

1. **Linguistic** – words, writing, reading talking
2. **Logical/ Mathematical** – reasoning, experimenting, questioning
3. **Spatial** – images, pictures, design drawing visual, colour
4. **Bodily kinesthetic** – running, jumping, building, acting
5. **Musical** – rhythms, melodies, singing tapping
6. **Natural** – outdoors, nature, hiking
7. **Interpersonal** – relating, bouncing ideas off other people, group games, organizing.
8. **Intrapersonal** – time alone, meditating, independent

Learning Styles:

Everybody has a way that they like to learn. This is called their learning styles. GraceLink curriculum is based on McCarthy's 4MAT system.

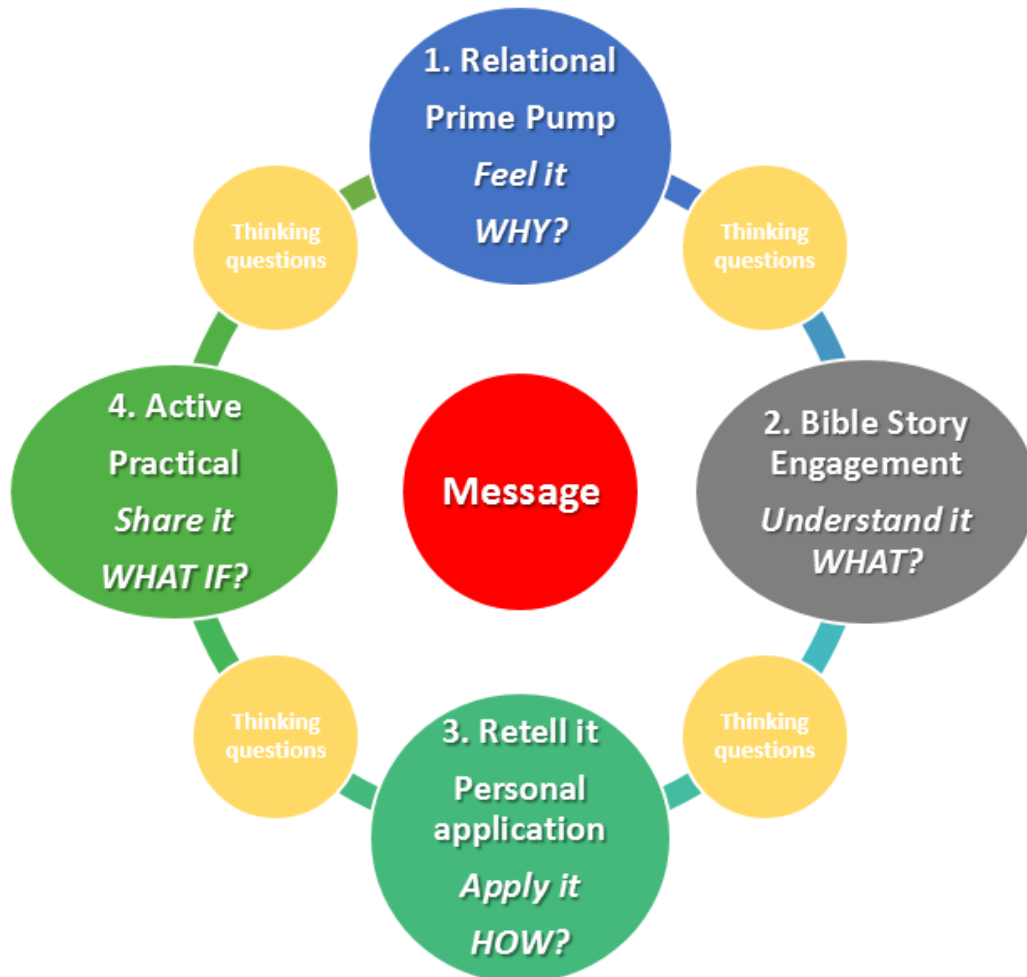
1. **Relational/imaginative** – provide reasons why you are learning the new material. WHY?
2. **Analytic** – provide the facts, information and details on the Bible story. WHAT?
3. **Commonsense** – get to the point of how this is going to work in their lives. HOW?
4. **Dynamic** – provide ways to do something, to create new ideas from what they have learnt.

WHAT IF? In Sabbath School the cycle of this learning is called "Total Hour" as it divides the styles into learning segments and requires the teachers to teach each of the segments in the hour that they have.

1. This is the **READINESS** segment which captures the attention and emotions of the child and prepares him/her for the new learning. I wonder what the Bible has to say about this situation?
2. This is the **APPLY** segment where the Bible story/scripture is taught and **UNDERSTOOD**

Actively with child involvement.

3. This is the APPLY segment where questions are asked and scenarios discussed on how this APPLIES to individual lives.
4. This is the SHARING segment where the child processed what has been taught and creates ideas and concrete resources to SHARE the message to others during the new week.



3. Tell Awesome Bible Stories and Stories of Faith

"The Bible holds the story of God within its pages." "A God who is relevant, powerful and mysterious." Ivy Beckwith. Postmodern Children's Ministries. p.124, 125

"For the word of God is living and powerful." Hebrews 4:12

As God's story book we need to ensure that children have a solid understanding of the Bible by the time they are twelve. Kindergarten and primary aged children learn best through stories. Stories should be taught with creativity and imagination. **Teachers need to capture attention, capture emotions and light up the child's mind.**

We don't tell Bible stories just to give understanding and knowledge. We tell Bible stories to change the heart and help the child to be a disciple – a follower of Jesus. The aim is to give children a Biblical Worldview or life-lens and help them fall in love with Jesus.

- **Prepare well.** For a Sabbath school lesson this involves starting to prepare on Sunday. Read the teacher's guide and plan for the necessary active learning experiences and story props.
- **Personalise the story.** The story needs to be relevant to you. Make the story your own. What does it say to you? In real life has something similar happened to you? Know the message of the story.
- **The story will develop faith through one of the faith dynamics** of Grace, Worship, Community or Service. Clearly bring this message out as you teach.
- **Know the story well.** The story must be told and not read. Read and practice it until you have it completely learnt.
- **Be dramatic,** multisensory, animated and don't forget to enjoy yourself.
- **Tell and share stories of your own journey with God, growth and faith.** Personal testimonies develop the faith of the giver and the receiver. Provide opportunities for children to share their testimony.

4. My Story is Part of God's Story

Show the children that you have a real relationship with God. That you don't spend time with God because you have to but because it is a delight to you and God makes a huge difference in your life.

"Your word is a lamp to my feet and a light for my path." Psalm 119:105

- Children need to know the big story of the Bible and what has happened in the past. Stories can be placed on a timeline of the Bible to show the children where the story fits in. Talk to them about which stories are in the Old Testament and which stories are in the New Testament. Be aware however that the Bible is not in chronological sequence.
- They need to discover that God wrote the Bible for them and that they are a part of the Story
- Children need to be able to apply the Bible to their present lives so that God becomes real and relevant. Debrief them after Bible reading and talk together about what they have been reading and how it can be applied to everyday life.

“When children realize that they are part of this story, that God’s story is also their story - that God’s story connects with their own story. They become responsible for ensuring they remain faithful ...”

(Children’s Ministries in the Way of Jesus. (Csinos and Beckwith, 2013)

5. Enter into the Wonder and Mystery

We need to allow time and space for children to explore the Bible story in ways that are meaningful to them. Provide activities that allow children to get into the story and so that God can speak to them. Allow children to be creative and use their imaginations. I wonder?

Encourage Questioning:

“Many parents are heartbroken when their kids reject Christianity in the teen years. They are lulled into a false sense of security when their kids appear to toe the line of faith. That faith amounts to little more than borrowed beliefs that will soon be shattered.”

(Creation Ministries Prayer News, Sept 2014)

- Children’s questions matter, they make our teaching interesting and challenging – encourage children to ask questions. Involve all children by having them share their answer with a partner. Allow older children to doubt and wrestle with their faith to develop deeper levels of faith.
- Answer your kids questions – show respect even though the questions may seem silly. If you don’t know the answer then say so and search for answers together.

“If we want children to keep talking to us about the things that matter to them, to share their ideas, curiosities and imaginations with us, we ought to respect their questions instead of being disturbed or irritated by them.”

Csinos and Beckwith. Children’s Ministry in the Way of Jesus. p. 96

- Get them to read, think and draw conclusions – Ask open ended questions, not just ‘yes,’ ‘no’ questions, but higher level thinking ones of comprehension and application. (refer to Blooms Taxonomy of questions – Knowledge questions, Application questions, Examining Questions, Creating questions.)
- If your children are not asking you faith questions then start asking them questions.
- It is healthy to question and wrestle with our faith.

Thinking Questions

- Reflection **“How did you feel?”**
- Interpretation **“What does this mean to you?”** “How is this experience like some other aspect of your life?”
- Application **“What will you do about it?”**
- **What?** Talk about what happened
- **So What?** Why did we do this?
- **Now What?** What are you going to do about it?

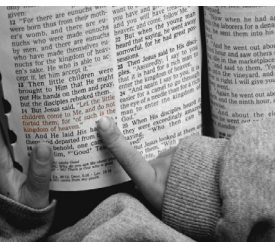
Respond to the story:

The following categories of learning experiences encourage deep learning and heart transformation.

- **Art** - activities that involve creative expression such as drawing and painting that get children to respond to the story and retell it connect with deep brain learning.
- **Music** – when singing, putting scripture to music and writing short songs, stimulates and activates the brain.
- **Construction** – Making something, whether from natural materials or cardboard/ blocks/playdough/material, engages creativity and imagination and embeds the story into the children brain
- **Drama/role play/mime** – are all great ways to get children to respond to a story and engage in learning
- **Storytelling** - children can retell the story to another child for deep brain learning.

“He calls his own sheep by name and leads them out. The sheep follow him because they know his voice.” John 10:3-5

As we provide Bible experiences that allow children to ‘Encounter God’, may they follow Him for a life-time. God knows their names, and they will follow because they know Him. May we help them to know His voice.



MAKING SCRIPTURE STICK

Compilation

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 may be 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:

- Be thoroughly prepared and know how to use your materials/visuals.
- Always have your materials made before class.
- Use a variety of methods. Surprise adds excitement.
- The activities should be fun and easy, not challenging.
- Be enthusiastic.
- Use lower case letters for young children.
- Emphasize the central theme of the verse.
- Use a Bible so that the children associate the verse with the Bible.
- Repetition is essential. Repeat verse at least 6 times throughout the meeting.

- Stress the doing, not just the knowing, of the verse.
- Give them something to take home to remind them, eg. fridge magnet.
- Take no longer than 8 minutes to teach the verse.
- Always encourage the children.
- Use both audience participation and competition.
- Provide mental relaxation after learning the verse eg. sing familiar song
- To answer questions children must raise hands and remain seated. This will assist in maintaining control.
- Question all children, not just the 'brighter' ones.
- Treat all answers seriously.

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.

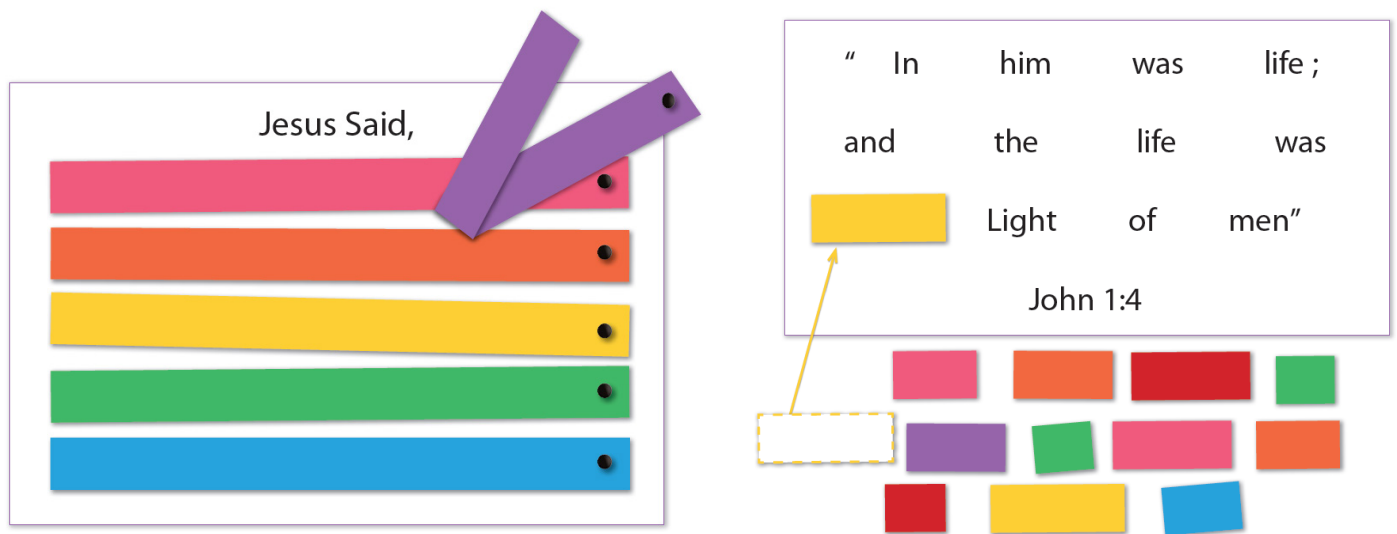
Add On Toss. The children stand in a circle. The teacher says the first word of the memory verse and throws a ball (bean bag or wad of paper) to someone across the circle. That person catches the object, says the next word of the verse, and throws to someone else. The object is to finish the verse without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

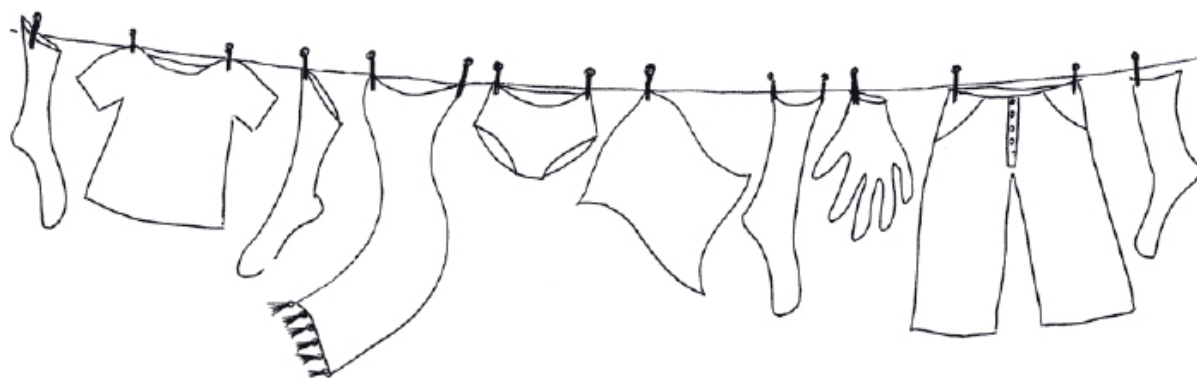


Covered flaps - on a piece of cardboard, write the verse spaced evenly. Use large sticky note paper to cover words one or two at a time, saying the whole verse each time. Repeat until all the verse is covered and the children are saying the verse by heart.

Games:

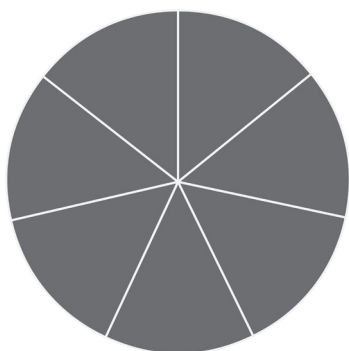
Clothes Line - Materials - long piece of rope, pegs, large sticky notes, cardboard clothes shapes, washing basket, peg container. Write words from the verse on the sticky notes and attach to the cardboard clothes shapes. Divide children into two teams. One child from each team is selected to race to 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) up on 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.



" In _____ w____ _ i _ e;
_ _ d t _ _ life was
t _ _ Light o _ _ men"
J _ hn 1:4

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 multicoloured 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.

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

Compiled by Julie Weslake

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.

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

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?

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.

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

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.

1. Connect with the audience and build a relationship with them.
2. 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?
3. Introduce the characters and the feelings of sympathy, anger, joy or pain they are experiencing.
4. 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.

5. 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.
6. Use the unexpected. Great stories often have an unexpected twist.
7. Use humour – find the fun and expected parts a story such as Jonah smelling like a rotten fish.
8. 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.
9. Deal with disruptive children by moving closer, staring at the child or involving them in a positive way.
10. Enjoy yourself – it should be fun for you and your audience.
11. 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.
12. 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***



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?".

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

Compiled by Julie Weslake

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.

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

Philippians 4:6

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 prayer for?

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

And prayer 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 prayer 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 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)

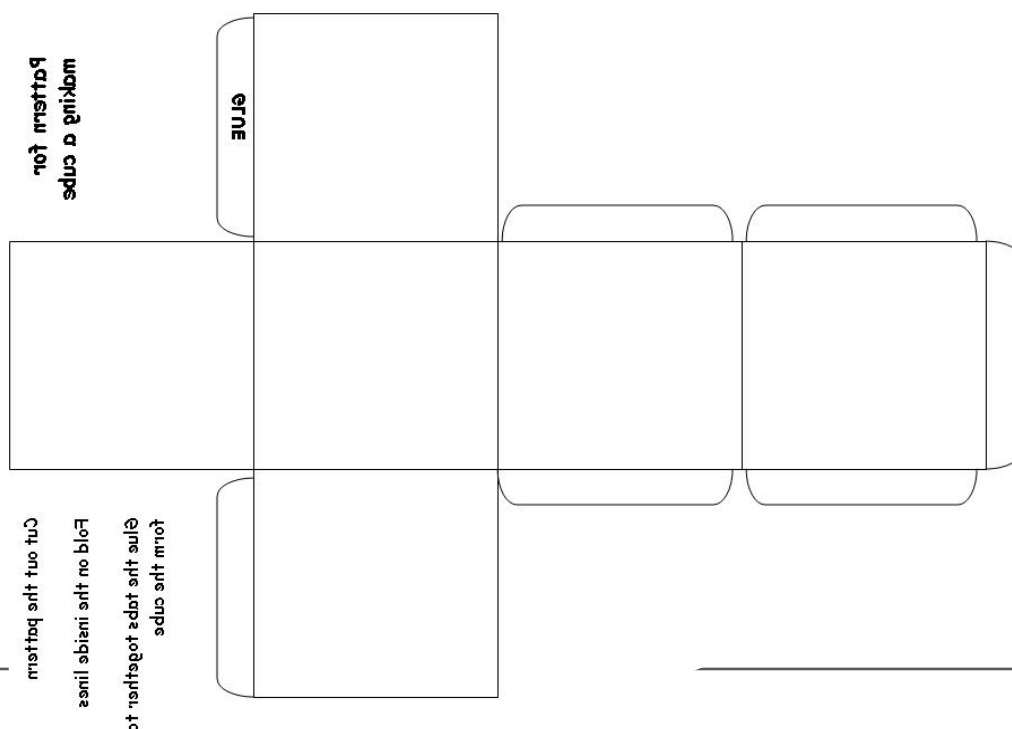
Hand Prayers – using the hand to remind the child of different things to pray for.

1. **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.
2. **Pointer finger** – pray for those who point the way – those who lead and guide us such as ministers and teachers.
3. **Middle finger** – this tall, strong finger reminds us to pray for those who lead the government and the church.
4. **Ring finger** – this finger reminds us to pray for those who we love – our family and our friends.
5. **Little finger** - this reminds us to prayer for those who are sick, helpless and weak.
6. **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 prayer for what the colour represents.

1. Red – Praying for families and the people who love us
2. Blue – Praying for those who are sick
3. Green – Thanking God for food
4. Orange – Praying for friends
5. Yellow – Praying for the weather
6. 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.
- www.todayschildrensministry.com
- Throw and Tell Prayer Ball (Group publishing. www.group.com)





POSITIVE BEHAVIOUR MANAGEMENT

Ensuring safety, security, achievement & happiness

What is Discipline?

1. It is taking action with love and concern
2. It focuses on future, lasting change
3. It gives security because it maintains consistent values
4. It fosters self-control and responsibility
5. It ensures respect for every child

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

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



CONTROLLING MISBEHAVIOUR BY BUMPS

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

"Each increased level of aggression bumps up the ante."

Bennett and Smilanich



PARTNERING WITH PARENTS

Empowering, Equipping & Encouraging

By Julie Weslake

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:

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?

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

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

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.

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.

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.

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.

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

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

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 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



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).

"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).



5 SIMPLE WAYS TO GET KIDS INTO THE BIBLE

By David Jennings Children's - Ministry Magazine

1. Make your Bible time fun. The best way to do that is to make it so kids experience the Bible. Incorporate activities that take kids on adventures, evoke emotion, and involve everyone. When kids really experience a lesson, they're more motivated and interested, and better able to remember what they discover...up to nine times longer than something they've simply read or heard.

2. Make it relatable, and apply it to your kids' own lives. The Bible is amazing in how it continues to apply to our lives even to this day. Despite the many changes in life, Bible truths are still relevant. Don't just have kids read the

Bible—take the next step and help them apply it. Applying what kids are learning to their daily lives is another component of helping kids unlock their faith. Pumping kids' brains full of facts and data won't lead to life change. Leading kids into a deeper relationship with Jesus happens through transformation, not information.

3. Listen to songs. I love using multiple intelligences when working with kids. Use Scripture-based songs to help put Scripture in the hearts of kids who enjoy learning musically.

4. Let them see your excitement. My music director used to stop the choir during practice mid-song. We were hitting all the right notes, but as he put it, we all looked like Droopy dog. He wanted us to look like we meant what we were singing about...the joy of Jesus. In the same manner, kids will feed off your enthusiasm. Don't be fake, but show kids that we can be excited because of what we read in the Bible.

5. Pray. Finally, if you want kids to get into the Bible, pray. Pray for your kids that they see the Bible in a new light, and let your kids pray too. The Bible is one way God talks to us, so before and after reading the Bible, have your kids talk to God.



GREAT RESOURCES

Books:

- 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, Lamb Scroll, Serpent Scroll - David Edgren (Pacific Press)
- Maggie Asks Why? Laura Winn (Review and Herald)
- Michael Asks Why? Sally Pierce Dillon (Pacific Press)
- Kids Preach Book 1 and 2 (SPD Adventist Children's Ministries www.playfulmusic.org)
- Playful Worship Book 1 - Kylie Stacey (Signs Publishing Company)
- My Quiet Time With Jesus Prayer Calendar and Journal (GC Children's Ministries)

Resources:

- 28 Adventure Bible Studies (GC Children's Ministries)
- Beginner and Kindergarten GraceLink Flip Charts (SPD Adventist Children's Ministries)
- Daily Bites (SPD Adventist Children's Ministries)

- Foot Prints for Parents and Mentors (SPD Adventist Children's Ministries)
- Table Talk (SPD Adventist Children's Ministries)
- SHINE - Serve Him IN Everything Journal (SPD Adventist Children's Ministries)
- Faith Shaper Introduction Booklet (children.adventist.org.au/faith-shaper)
- Faith Shaper SHAPING Booklets (children.adventist.org.au/faith-shaper)
- Faith Shaper Poster (SPD Adventist Children's Ministries)
- Faith Shaper Church Board Guide (SPD Adventist Children's Ministries)
- Child Commitment Ceremony (SPD Adventist Children's Ministries)
- Bible Timeline (SPD Adventist Children's Ministries)

Adventist Websites:

- SPD Adventist Children's Ministries - children.adventist.org.au
- GC Adventist Children's Ministries - www.gcchildmin.org
- Faith Shaper - children.adventist.org.au/faith-shaper
- GraceLink - www.gracelink.net
- GraceLink Scope and Sequence (children.adventist.org.au/south-pacific-division-resources)
- GraceLink @ Home (children.adventist.org.au/south-pacific-division-resources)
- GraceLink App (iTunes and Android Store)
- Children's Quarterly Mission Stories - www.adventistmission.org
- NAD Adventist Children's Ministries - www.childmin.org
- Safe Place Policies and Child Abuse - www.safeplaceservices.org.au
- It Is Written Interactive Children's Bible Studies - www.myplacewithJesus.com
- Kid Zone Interactive Children's Bible Studies - www.kidzvop.com
- Kids View Magazine - www.kidsviewmagazine.org
- Parkers Puzzle - www.parkerspuzzle.com
- NAD Book Centre - www.adventsource.org
- Australian Adventist Book Centre - www.adventistbookcentre.com.au
- AUC Resource Centre - www.resources.adventist.org.au
- Discovery Centre Bible Studies for Kids - www.adventistmedia.com.au
- Playful Music - www.playfulmusic.com

Other Leadership Websites:

- Group Publishing VBS programs etc.- www.grouppublishing.com
- Children's Ministry Resources - www.kidsreach.org.au
- Practical Resources for Parents and Leaders - www.stickyfaith.org
- Newsletter for Parents and Leaders - www.lifetreefamily.com

GRACELINK@HOME

Kindergarten Year B, Quarter 3, Week 1



Big Community Idea

In God's family, we love and protect each other.

Big Story:

The Little Prince
2 Kings 11

Big Question:

Who can we love and protect today?

Big Verse:

Love (Cross arms over chest) **each other** (point to others) **like brothers** (point to a boy) **and sisters** (point to a girl)
Romans 12:10 (palms together, then open).



Breakfast Time:

- Discuss what it means to love each other like brothers and sisters.
- Brainstorm with your family ways that we can love and protect each other.
- Pray thanking God for His love and protection, help us to love and protect each other.



Drive Time:

- As you drive along, talk about people and things that protect us. Police, Fire, Ambulance, road rules etc.
- Talk about how you love and protect your child and then talk about how we can love others.



Play Time:

- Build or draw a church together. Talk about some of the people you know at church. Talk about how the people at church love and protect each other. Give examples.
- Help your children cut out a paper people chain, and then draw faces of people from church on it. Help your child to share the chain with someone.



Bed Time:

- Read or tell your child a story from the Bible or GraceLink lesson.
- Ask, Ask why was Joash hidden in the temple? Who hid him? How many years was he hidden for? How old was he when he became king? Who protects us? How can we love and protect others in our home and church?

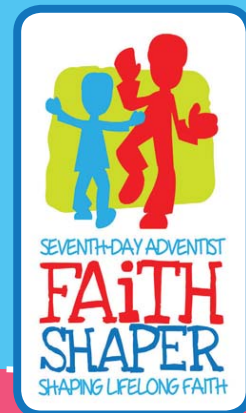


Prayer Time:

- Hug your child and encourage them to say a short prayer.
- Pray thanking Jesus for loving us and giving us a family who care for us too and help us to love and care for others.

7 Essential Faith Experiences

God Encounters



- Provide an environment and experiences that allow children to encounter Jesus intimately, personally and regularly through prayer and reflection.
- Use learning activities that are experiential, multisensory, engaging and varied in learning styles.
- Tell awesome Bible stories and stories of faith that reach the heart and the mind.
- Provide opportunities for children to experience and imagine how their personal story is intertwined with the big picture of the Bible.
- Help children to enter into the wonder and mystery of the Bible through discussion and questioning and to respond using their individual gifts such as art, music, construction or drama.

"When children realize that they are part of this story, that God's story is also their story, that God's story connects with their own expanding self-narratives, they become responsible for ensuring that the episodes in which they make appearances are faithful to the overall script." (David Csinos and Ivy Beckwith, Children's Ministry in the way of Jesus, 2013)



"Your word is a lamp to my feet, a light on my path." (Psalms 119:105) "The gatekeeper opens the gate for him, and the sheep listen to his voice. He calls his own sheep by name and leads them out. The sheep follow him because they know his voice. (John 10:3-5)

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