

Calvary Chapel Children's Ministry

Pastor Larry Enterline

Section A
Introduction / Ministry Goals

Basic Training Outline

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

A. Ministry of building up: Nehemiah 4:17-20 [Page A2](#)

B. The purpose:

C. The goals:

D. The ministry: [Page A6](#)

E. The teaching:

F. The fellowship:

II. How do I become a part?

A. Prayer:

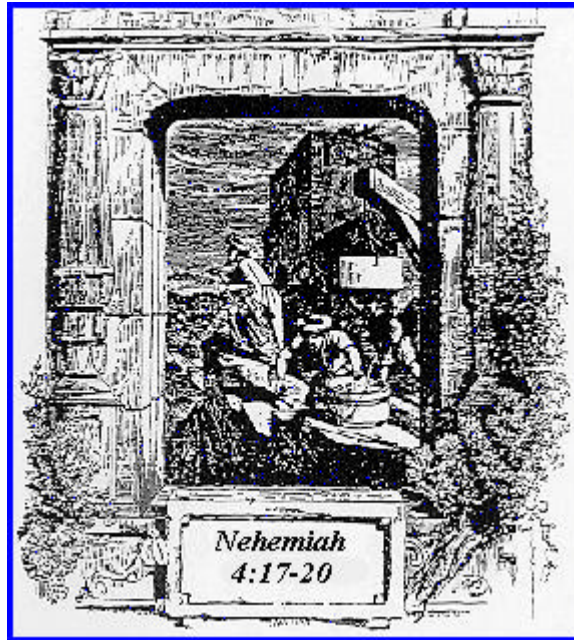
B. Application/Responsibilities: [Pages A8-A11](#)

C. Interview:

D. Observation:

E. Internship:

F. Placement:



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

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

Then I said the nobles, the rulers and the rest of the people, "The work is great and extensive and we are separated far from one another on the wall.

Therefore, wherever you hear the sound of the trumpet, rally to us there. Our God will fight for us."

III. Children's Ministry goals

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

"Then the eleven disciples went away into Galilee, to the mountain which Jesus had appointed for them. And when they saw Him, they worshiped Him; but some doubted. Then Jesus came and spoke to them, saying, 'All authority has been given Me in heaven and on earth. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age.' Amen."

1. Evangelism
 - a. To know Christ - Phil. 3:10
 - b. To love God - Mark 12:30
2. Christian Growth
 - a. Grow up in all things - Eph. 4:15
 - 1) Through the knowledge of the Bible
 - 2) Through following our example

IV. Attaining Our Goals

A. Environment - The Family

1. God Ordained Institutions
2. Instruction of Children

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

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

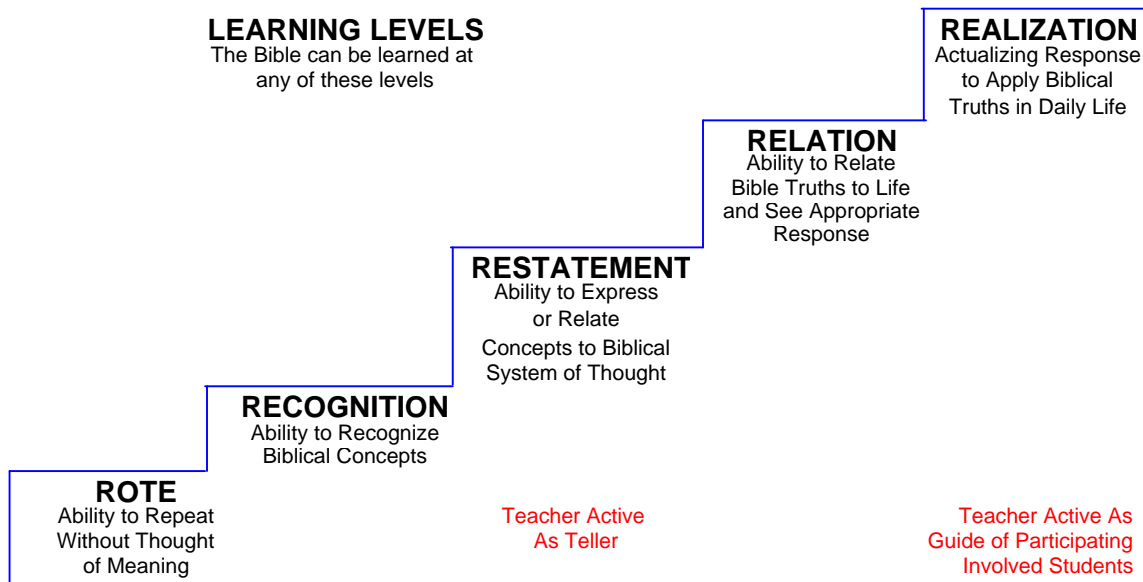
B. Bible Instruction

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

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

LEARNING LEVELS

The Bible can be learned at any of these levels



1940's

1. Talking
2. Chewing Gum
3. Making Noise
4. Running in the Halls
5. Getting Out of Line
6. Improper Clothing
7. Not Putting Paper in the Wastebasket

1980's

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

TEACH THE TRUTH, NOT THE LIE

A FEW THOUGHTS ON TEACHING CHILDREN

By C. H. Spurgeon

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

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

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

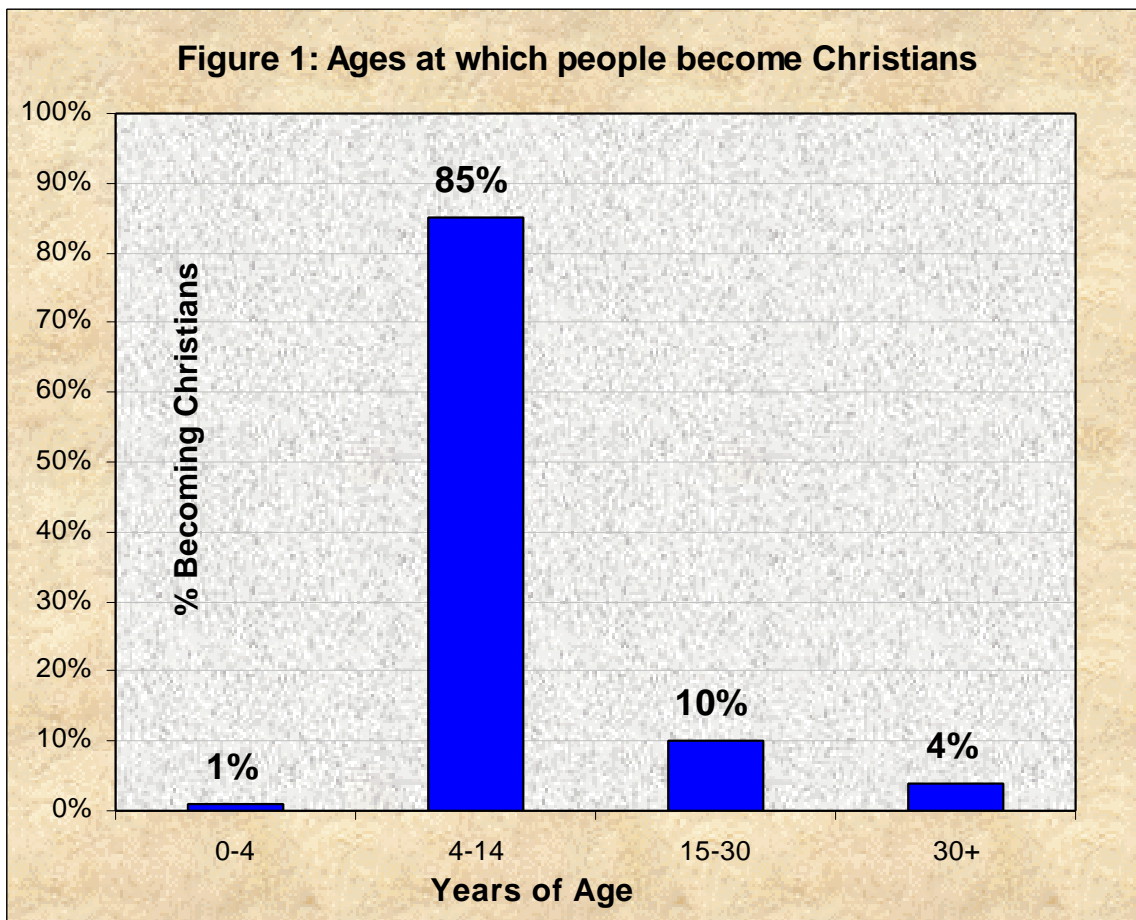
Train up a child, and he may have fifty years of holy service before him. We are glad to welcome those who come into the vineyard at the eleventh hour, but they have hardly taken their pruning-hook and their spade before the sun goes down, and their short day's work is ended. O dear teachers -- and I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

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

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

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

Between the ages of 4-14, 85% of the commitments made to Christ will be made.



**85% of the children
who do not receive the Lord before 14
never will accept Christ as Savior.**

CHILDREN'S MINISTRY APPLICATION

Please return completed form to the Children's Ministry Office Room #101

The following questions are designed to give us information which will assist us in available Children Ministry positions. We are not looking for professionals, but rather individuals who have strong commitment to and faith in Jesus Christ our Lord. Becoming a Children's Minister is a commitment to God and the body, therefore please pray and read the "Children's Minister's Responsibility" page before filling out this application.

PERSONAL DATA

Date _____
Name _____ Male _____ Female _____
Address _____ Age _____ Birthday _____
City _____ Zip _____
Marital Status _____ Spouse's Name _____
Phone _____ Work _____ May we call work _____
Driver's Licence # _____ Social Security # _____
Where are you employed? _____
What type of work do you do there? _____
Names and ages of children: _____

Would you mind being fingerprinted? _____ Photographed? _____
Do you have any communicable diseases? _____ If so, what
diseases? _____
Have you ever molested or physically abused a minor? _____
Have you ever been convicted of or pleaded guilty to a felony? _____
If yes, please explain: _____

CHILDREN'S MINISTRY DATA

I would prefer to begin as:

- ___ Children's Minister (Teacher)
- ___ Children's Minister (Helper)
- ___ Specialist (Resource Room)

I am interested in working with:

- ___ Infants ___ 4's ___ 3rd ___ Sunday Morning Ministry
- ___ Toddlers ___ 5's/Kinder ___ 4th ___ 7:45 ___ 9:30 ___ 11:15
- ___ 2's ___ 1st ___ 5th ___ Evening Ministry
- ___ 3's ___ 2nd ___ 6th ___ Sun ___ Mon ___ Tues ___ Wed ___ Thur ___ Fri

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

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

Other experience ministering to children:

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

Hobbies & Interests: (Things you like to do)

SPIRITUAL DATA

Brief Christian testimony (Please indicate year of spiritual birth)

Is Calvary Chapel your home church? _____ Where did you attend before? _____

How long have you attended Calvary Chapel of Costa Mesa? _____

What studies are you presently and regularly attending at Calvary Chapel of Costa Mesa? _____

Please give two references whom we may contact: Please do not turn in your application without addresses **totally** completed.

1. Name _____ Years known _____ Phone#() _____
Address _____ City _____ Zip _____
2. Name _____ Years known _____ Phone#() _____
Address _____ City _____ Zip _____

IF YOU DO NOT HEAR FROM US WITHIN 2 WEEKS AFTER TURNING IN THIS APPLICATION:

Please call the Children's Ministry Office.

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

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

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

B. What is your understanding of the Trinity? Is Jesus God?

C. How do you know that you are saved?

D. Why should a person be baptized?

E. Why is the resurrection of Christ important?

F. Do you believe that Jesus is coming again? _____

G. Do you disagree with any of the teachings of Calvary Chapel of Costa Mesa? If so, which ones, and why? _____

H. Reasons for trials and sickness (are all healed?) _____

Children's Minister's Responsibilities

Spiritual - Entrust

1. Your personal relationship with God should be the highest priority in your life and kept with utmost diligence.
2. You are required to weekly attend Calvary Chapel of Costa Mesa and that Calvary Chapel of Costa Mesa is your home church.

To Be Equipped - Edified

1. C.M. fellowship opportunities are available throughout the year. Please do everything possible to attend these fellowships.
2. As a Children's Minister you are encouraged to support through prayer and fellowship the children, other Children's Ministers and the leadership.
3. Get together with your partner during the week to plan and pray for your class.

To Be An Example

1. As a Children's Minister, you have the responsibility of representing God to the children in your class. Therefore we expect that you will live out your example with the highest of Christian conduct.
2. As a Children's Minister you will be expected to abstain from all substance abuse.
3. Be committed to the ministry God has entrusted you with. I Timothy 4:15-16

Your Family Leader

1. Your Family Leader is here to serve you. Take advantage of his or her experience and resources.
2. Your Family Leader carries the authority to assure that the teaching and conduct in your class is in accordance with the Scriptures and the total ministry of the church.
3. Communicate to your Family Leader all needs (physical & spiritual), complaints, suggestions, and other important information - He is your representative to the Pastor.
4. The Pastor must O.K. all field trips and outside activity.

Teaching

1. Be prepared when you come to teach. Be sure you know your material well and have all your supplies.
2. Check out your own supplies, do not send your children to do it.
3. Check with the Pastor/Director when teaching on sensitive subjects such as: cults and occults, sexually oriented music , Santa Claus, etc..
4. Be sure that all your subject matter is in complete harmony with the teachings of Calvary Chapel of Costa Mesa.

To Children And Parents

1. Work towards building relationships with those in your class.
2. Tell your class if you are going to miss a week of class or if you are going to stop teaching - please don't just disappear!
3. Develop a good teacher / parent relationship.
4. The children are to be dropped off and picked up by the same parent that dropped off the child. This is for their safety and gives you a chance to meet their parents. Your class is not to be excused before church is out.
5. For safety reasons, accompany your children to the restroom. Call the Children's Ministry Office Ext. #206 for support.
6. Be careful with the sweets. Sugar makes the children more active. Serve healthy snacks.
7. Children may not be taken off Calvary Chapel's grounds without proper field trip and medical forms - **not even** across the street!
8. Children's Ministry Classes may not be taken outside during Sunday morning services.

Classroom

1. Classrooms should be left clean and in order. Have the children pick up all paper from the floor and push in chairs before they leave. The rooms are used by many other people.
2. **Children must not get into desks, cupboards, bookshelves, etc.**
3. The last teacher to use the classroom should make sure the windows are closed and the lights and air conditioner are turned off.
4. Careful with crayons. They are not to be used on the chalkboards or left on the floor.
5. Clean up supplies and a vacuum are available to be checked out of the Resource Room (Room #101). If you need to, please use them!
6. Be in your classrooms at least 20 minutes before the service starts.
7. Children are not to be in a classroom without a teacher under any circumstances.
8. If you get in a tight spot, call #206 on your class phone. Someone from the office will come down and give you a hand.

CONTEXT OF CHRISTIAN EDUCATION

THE GOD-ORDAINED INSTITUTIONS



* THE NATURAL FAMILY

Genesis 1:26-29; 2:18-24

"A man will leave his father and mother and be united to his wife, and they will become one flesh."

"Therefore what God has joined together, let not man separate." **MATTHEW 19:6**

* THE NATIONAL FAMILY

Genesis 12:1-3; Exodus 1:1-9

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

"Everyone must submit himself to the governing authorities, for there is no authority except that which God has established." **ROMANS 13:1**

* THE SPIRITUAL FAMILY

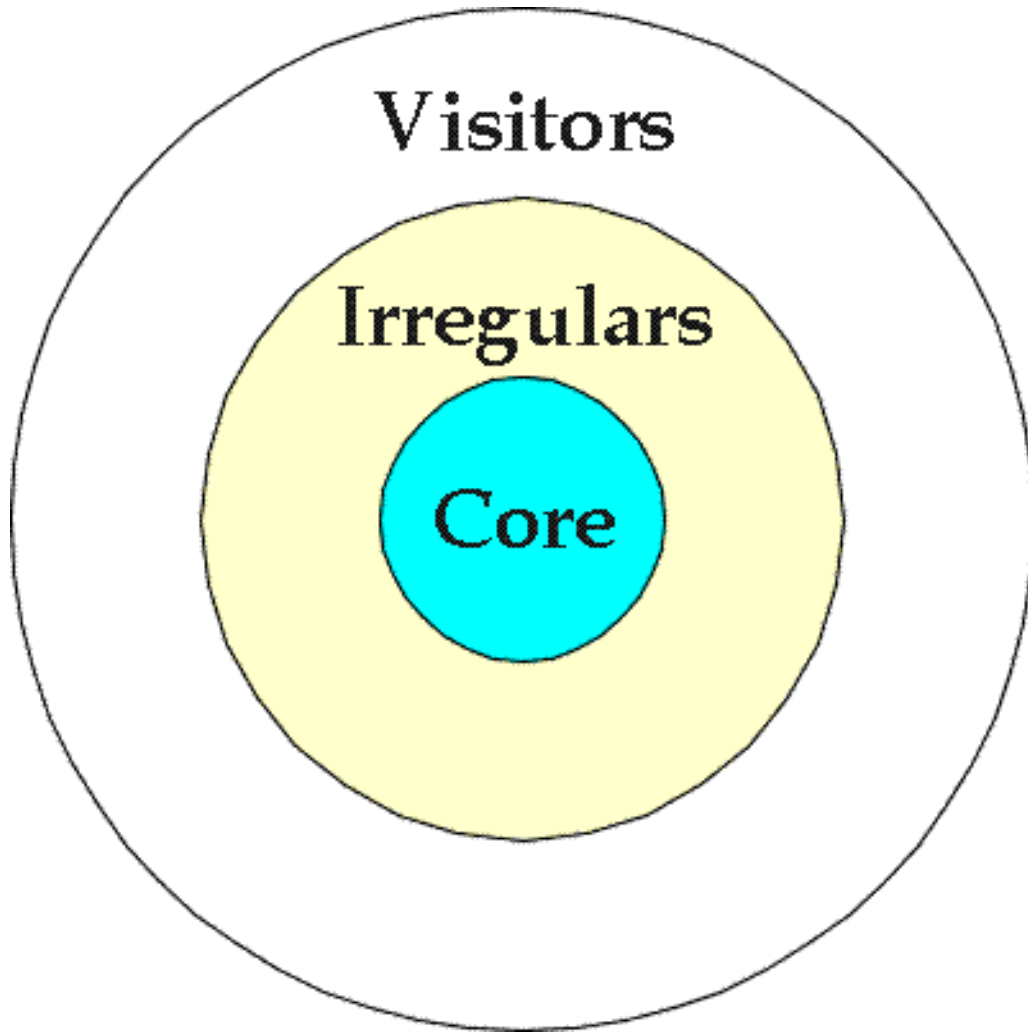
Ephesians 2:19-22; 3:14

"Consequently, you are no longer foreigners and aliens, but fellow citizens with God's people and members of God's household."

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

CONCLUSION:

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



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

BUILDING A FAMILY ATMOSPHERE IN THE CLASSROOM

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

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

Calvary Chapel

Children's Ministry

Pastor Larry Enterline

Section B
Learning Levels / Study Methods

LEVELS, OR PHASES, OF LEARNING

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

Richards: Learning is experiencing Bible truths.

Gregory: The Law of the Learning Process is to reproduce in the mind of the learner the truth to be learned. The Law of the Teaching Process is to excite and direct the self-activities of the pupil.

Creative teaching is consciously and effectively focusing on activities that raise the learning levels.

LEVELS OF LEARNING

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

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

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

Fill in the definition for each word:

ROTE-

RECOGNITION-

RESTATEMENT-

RELATION-

REALIZATION-

MEMORY VERSE-

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

1. What does the passage say?

2. What does the passage mean?

3. What does the passage mean to me?

STEP #1

WHAT DOES THE PASSAGE SAY?

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

STEP #2

WHAT DOES THE PASSAGE MEAN?

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

Is there an example	I/we should follow?
sin	I/we should forsake?
error	I/we should avoid?
promise	I/we should claim?
command	I/we should obey?

- Pray about the answers

STEP #3

WHAT DOES THE PASSAGE MEAN TO ME?

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

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Section C
The Curriculum

CALVARY CHAPEL'S CHILDREN'S BIBLE STUDY SUPPORT CURRICULUM

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

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

- * There are 163 studies from the Old Testament and 162 studies from the New Testament.
 - a. These studies are from Genesis 1:1 through Revelation 22:21.

*** This curriculum supports the lessons which have been clearly thought out and prepared for during the week by the teacher (using an inductive form of study).**

*** This curriculum has been designed to use the Bible as the primary text of study. This curriculum will not work without using the Bible alongside it in class.**

- * Each page is designed to support specific areas during class time.
 - a. The coloring page and the activity page can be used during the signing-in or signing-out times.
 - b. The study page can be used as a reinforcement of the story time.
 - c. A memory verse is included in each lesson.
- * Each study is broken into two separate age groups.
 - a. The 1st and 2nd grade pages are indicated by a 1/2 on the bottom of the study page and the activity page.
 - b. The 3rd through 6th grade pages are indicated by a 3/6 on the bottom of the study page and the activity page.
 - c. The coloring page can be used for any age.

* Each week you will need to photocopy the Bible study page you use in class. (The Children's Ministry Office is available.)

The curriculum is not designed to be a graded test.

- a. We want to encourage the children, not discourage them.
- * It is not designed to lead a teacher through an entire class time, rather to support the teacher in the class for the time that he or she prepared during the week.
 - a. There is no lesson planner. (It is important to do an inductive study)

In the following pages of this chapter you will find:

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

ONE EXAMPLE OF A POSSIBLE CLASS STRUCTURE

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

A. The Greeting

1. Important time for parent/teacher relationship

- a. This is a time where the parent is looking at the environment of the classroom
 - i. In control, out of control, warm & loving, cold etc.

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

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

1. Coloring
2. Wordsearch
3. Crossword Puzzle
4. Craft

C. Prayer Time

1. Prayer Requests

D. Worship Time

1. Include children's worship songs
2. Sing some adult level worship songs

E. Bible Time

1. Read directly from God's Word

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

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

- a. Flannelgraph or Flash Cards
- b. Puppets or Drama
- c. Filmstrip or Video

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

4. Use the inductive study method

- a. Find out what it says (Using Bible Study Handout)
- b. Find out what the facts mean
- c. Find out personal application

F. Memory Verse

1. Devotions

G. Closing Activity

1. Games which reinforce the Bible story
2. Prayer
3. Cleanup

H. Sign-Out Time

1. This time is again important for parent/teacher relationship
2. The parent looks at the classroom environment and assumes that the present situation has been the environment all class long.
3. Try to say good-bye to each child individually

EXAMPLE OF LESSON PREPARATION

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

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

(Day 1)

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

(Day 2)

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

(Day 3)

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

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

USING THE BIBLE STUDY PAGE FROM THE CURRICULUM

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

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

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

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

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

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

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

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

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

Once again, discuss the verse with the students.

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

USING THE NEW CURRICULUM AS A GAME

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

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

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

These are the rules:

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

— — — — —
2 3 4

* Note - Don't give them the opportunity to choose letters 1 or 5 because they will choose those letters first to see what letter the word starts or ends with and the game will be over too fast.

- D.** Call on a volunteer from the first team to read question #1 who can either circle the correct word by himself / herself or with the help of teammates.
- E.** After that question has been completed correctly by reading the verse directly from the Bible, that volunteer can choose a number on the chalkboard.
Write the letter on the line above it.
- F.** That team only has 10 seconds to agree upon a word they believe is what is written on the board.
- G.** If they guess the correct word, an immediate reward (cookie?) can be given or give a team points with a reward after the game (double portions to the winning team? *Everyone should get something by the end of class.)

— — — — —
2 3 4

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

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

305. The Seven Churches (Revelation 1:20-3:22)

MEMORY VERSE:

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

TRUE OR FALSE:

1. "The seven stars are the angels of the seven churches, and the seven lampstands which you saw are the seven churches." REVELATION 1:20 **TRUE OR FALSE**
2. Jesus said to John, "To the angel of the church of Ephesus write..." "I know your works, your labor, your patience, and that you cannot bear those who are evil." REV 2:2
"And I have nothing against you." REVELATION 2:4
TRUE OR FALSE
3. Jesus said to John, "To the angel of the church in Smyrna write..."
"I know your works, tribulation, and poverty (but you are rich)." REVELATION 2:8
"Be faithful until death, and I will give you the crown of life." REVELATION 2:10
TRUE OR FALSE

FILL IN THE BLANKS:

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

TRUE OR FALSE:

9. Jesus says to each church, "He who has an ear, let him hear what the Spirit says to the churches." REVELATION 2:7 **TRUE OR FALSE**

THE SEVEN CHURCHES

(REVELATION 1:20-3:22)

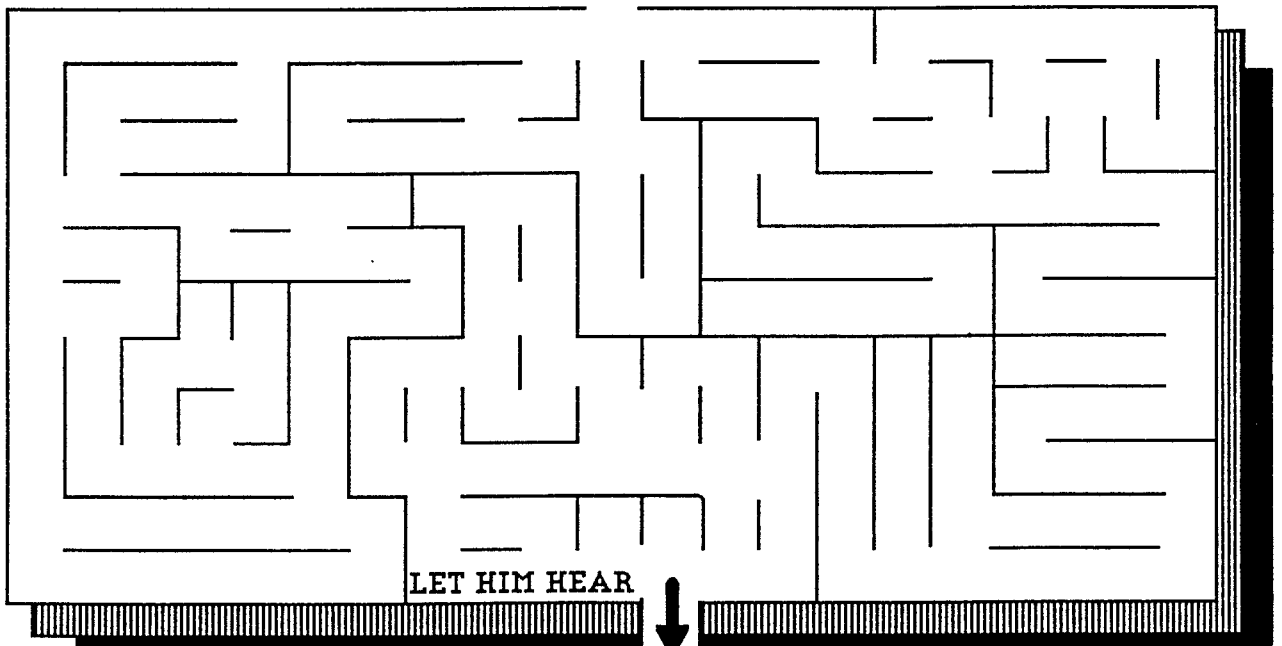
P C B I T I E L S K Y M B B D
E H F L I J R U W E V F Q W C
R U A O J X E C T Y V P J D A
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A K A Z H K R G U F Y V L U S
J X K T P L S P I R I T S Z Q

CHURCHES
EPHESUS
JESUS
LAMPSTANDS
LAODICEA

PERGAMOS
PHILADELPHIA
REPENT
REVELATION
SARDIS

SEVEN
SMYRNA
SPIRIT
STARS
THYATIRA

HE WHO HAS AN EAR



LET HIM HEAR



Calvary Chapel Children's Ministry

Pastor Larry Enterline

Section D
Class Discipline

GALVARY CHAPEL CHILDREN'S MINISTRY



DISCIPLINE

CHILDREN'S MINISTRY - "Discipline in the Classroom"

I. Introduction

II.

Why Discipline

Why does our Heavenly Father discipline His children ?

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

III.

Why Do Children Misbehave ?

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

CHILDREN'S MINISTRY - "Discipline in the Classroom"

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

(Ephesians 6:4)

IV.

List 4 ways that children can be provoked to anger.

1.

2.

3.

4.

The Difference Between Discipline and Punishment

	PUNISHMENT	DISCIPLINE
PURPOSE	To inflict penalty for an offense-- (wrong deed)	To train for correction and maturity
FOCUS	Past misdeeds (that which has already been done)	Future correct deeds
ATTITUDE	Anger and frustration on the part of the teacher	Love and concern on the part of the teacher
RESULTING EMOTION	Fear and guilt, anger	Security

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

You may believe in spanking as a biblically-sound method of discipline, but here in the Children's Ministry we do not use this form of discipline. Other forms of discipline and classroom control are mentioned in the following pages. Don't forget, we are only a support to the family and we should act accordingly.

CHILDREN'S MINISTRY - "Discipline in the Classroom"

V. Guidelines for Discipline

A. Preventive

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

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

11. GET TO KNOW EACH CHILD

- a. Pray for each child during the week.
- b. Get to know each child by name and greet each one when he arrives or departs.

12. Encourage each parent:

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

CHILDREN'S MINISTRY - "Discipline in the Classroom"

B. Corrective

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

CHILDREN'S MINISTRY - "Discipline in the Classroom"

Steps to Discipline

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

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

Step 2 - Use appropriate disciplinary action (as discussed.)

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

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

Never talk to parent(s) alone. Make sure your Family Leader is present. This is for your protection. It will help to prevent an unpleasant scene. Should you find yourself in direct conflict with a parent, make sure your class is supervised and call for a Family Leader. When approached by a parent concerning his child's behavior, remember to use discernment and godly wisdom. Keep in mind that a parent is very protective and sensitive to comments (especially negative) directed towards his parenting or about his child.

CHILDREN'S MINISTRY - "Discipline in the Classroom"

Rules on Rules

1. Keep The List Short

List some rules. The fewer rules, the better.

2. Make the Rules Relevant

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

3. Make the Rules Meaningful

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

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

4. Make the List Positive

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

CHILDREN'S MINISTRY - "Discipline in the Classroom"

Rules

1. Jesus said to him, " 'You shall love the LORD your God with all your heart, with all your soul, and with all your mind.' "This is the first and great commandment.

2. "And the second is like it: 'You shall love your neighbor as yourself.' (Matthew 22:37-39)

3.

4.

5.

SCRIPTURES ON DISCIPLINE

Purpose of Discipline:

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

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

True Love:

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

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

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

Benefits of Discipline: (Some only apply to parents)

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

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

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

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

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

Calvary Chapel Children's Ministry

Pastor Larry Enterline

Section E
Leading a Child to Christ /
Miscellaneous

PLANS FOR PRESENTING SALVATION

THE ROMAN ROAD

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

SALVATION

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

THE A - B - C's OF SALVATION

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

FOUR WORDS OF SALVATION

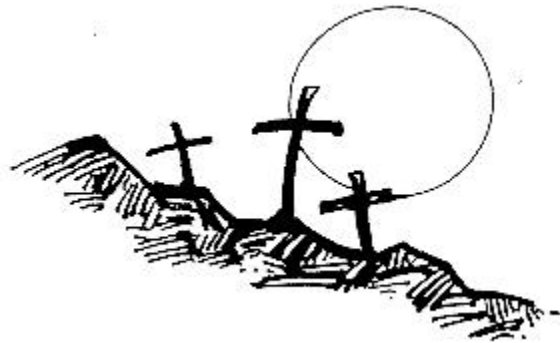
1. NEEDED - Romans 3:3
2. PROVIDED - 1 Peter 2:24
3. OFFERED - Ephesians 2:8
4. ACCEPTED - 1 John 5:12

THE FOUR SPIRITUAL LAWS (by Campus Crusade)

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

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

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



LEADING A CHILD TO CHRIST

1. Avoid symbolism. Use concrete ideas with children.
2. Choose terminology carefully. Use the same terms consistently.
3. Ask questions that encourage them to talk about feelings as well as understanding.
4. Talk individually with the child.
5. Consider the child's personal choice. Avoid pressuring the child into making a choice.
6. Be sensitive to the Holy Spirit and to the child.
7. It's the Holy Spirit that leads a child to Christ. Ask Him to use you and to help you to be sensitive to where the child is spiritually.

Please study these scriptures for the Bible tells us,

"out of the abundance of the heart, the mouth speaketh." Luke 6:24

John 3:16 _____

Romans 3:23 _____

Romans 6:23 _____

1 Cor. 15:3-4 _____

John 1:12 _____

Romans 10:9-10 _____

Hebrews 13:5-6 _____

8. If a child wants to be a part of God's family and has a repentant heart, give him/her an opportunity to talk to God him/herself. Let the child tell God how he feels in his own words.

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

Jeremiah 48:10- "Cursed be the one who does the LORD'S work negligently."

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

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

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

2. How much would they remember three days later?

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

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

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

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

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

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

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

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

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

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

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

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

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

USE OF VISUAL AIDS

Visual aids are used to:

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

3% thru taste

3% thru smell

6% thru touch

13% thru hearing

75% thru seeing

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

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

10% of all we read

20% of all we hear

30% of all we see

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

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

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

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

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

The best visual aid for the situation depends on:

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

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

Make your visuals visible

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

Use color, not art, for your headline

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

PROJECTED VISUAL AIDS

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

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

LEARNING BY SEEING (Non-projected Visuals)

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

"POINTERS FOR STORYTELLING"

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

"PRESENTATION METHODS"

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

RESOURCE ROOM MATERIALS

Here is a list of resource materials available in the Children's Ministry Room #101 Resource Room:

AUDIO/VISUAL SUPPLIES

Cassette Players
Filmstrip Projectors
Record Players
TV/VCRs
Overhead Projectors
Slide Projectors
Screens

CRAFT MATERIALS

Beads
Brads
Butcher Paper
Colored Markers (Washable)
Construction Paper
Cotton Balls
Craft Sticks
Crayons
Felt
Glitter
Glue (Washable)
Hole Punches
Masking Tape
Paint Brushes
Paper Clips
Pencils
Pipe Cleaners
Rulers
Scissors
Scotch Tape
Staplers
Straws
Tempera Paint (Washable)
Tissue Paper
Yarn

RESOURCE MATERIALS

Bibles
Bible Games
Books
Curriculum
Filmstrips
Flannelgraphs & Boards
Flash Cards
Guitars
Musical Instruments
Puppets
Video Tapes

CLEANING MATERIALS

Broom & Dust pan
Disinfectant
Paper Towels
Vacuum Cleaners

**ALL RESOURCE MATERIALS
SHOULD BE CHECKED OUT
BY COMPLETING THE APPROPRIATE
REQUISITION FORMS.**