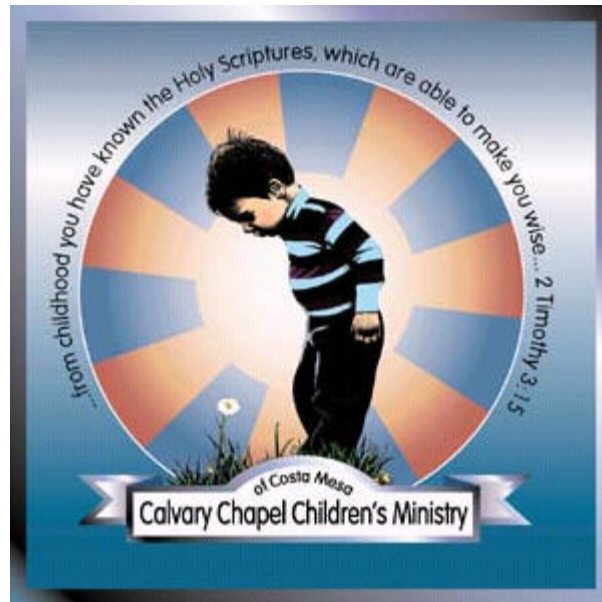

CALVARY CHAPEL CHILDREN'S MINISTRY TRAINING COURSE



WEEK 2 TRANSCRIPT 1ST GRADE CLASS DEMONSTRATION & LEARNING LEVELS

DALTON

PASTOR LARRY ENTERLINE

Opening Demonstration

Dalton: You are?

Juan: Juan.

Dalton: Juan. Welcome Juan.

Juan: Thank you.

Dalton: I like your smile Juan.

Juan: Thank you.

Dalton: Good. Did you have a good day today?

Juan: Great one. Thank you.

Dalton: Good. Thanks. And you are?

Trish: Hi, I'm Trish.

Dalton: Trish. My next door neighbor's Trish. How do I know that you're the real Trish?

Trish: (Laughs)

Dalton: Huh?

Trish: I don't know.

Dalton: Well, come on in Trish.

Trish: Thank you.

Dalton: Pick whatever you like, write your name on it. Take a seat. Was it Michael? Oh no, don't be afraid. Come on in. It's going to be okay. What's your favorite color?

Michael: Get your hands off me.

Dalton: No. (Laughs) Come on in.

Michael: I'll hit you.

Dalton: No, we don't do that in first grade. That's a kindergarten trait. Hi.

Greg: Hi, I'm Greg.

Dalton: Greg, come on in. Pick whatever you like. Greg, when you sit down, would you write your name on top of your paper before you get started?

Greg: Okay.

Dalton: Howdy. We haven't met yet.

James: James.

Dalton: James, welcome...

James: Thank you.

Dalton: ... nice to see you. Come on in James. And?

Nancy: Nancy.

Dalton: Nancy, welcome Nancy. Nancy, whoa, what a handshake. You brought your smile too, that's neat.

Scott: Scott.

Dalton: Scott, nice to meet you. Scott, come on in. Are you guys doing your word search and your color sheets? If you need help on the word search, just raise your hand, and I'll be right around to help you. Don, good to see you again Don. Come on in. How was your day today?

Don: It was great.

Dalton: It was great, praise the Lord. And Donald, good to see you back today...

Donald: Hi.

Dalton: ... How ya doing?

Donald: Fine.

Dalton: Come on in Donald. And?

John: John.

Dalton: John. Welcome John.

John: Nice to be here.

Dalton: Like your smile, it looks so good. What's your name?

Martha: Martha.

Dalton: Martha, are you okay Martha?

Martha: I'm okay.

Dalton: Did you have a good day? Are you tired?

Martha: No.

Dalton: Come on in Martha. Martha, would you like to do a color sheet or a word search?

Martha: This.

Dalton: Okay. There you go. Martha, when you sit down will you write your name on top of your paper? Okay. Who needs help on the word search? Any too tough... you too Billy?

Billy: I do.

Dalton: Billy,... well Billy, you've already found three. Gosh, that's terrific. Which one are you looking for?

Billy: I'm looking for the big one.

Dalton: The vine dresser. That's the real long one, isn't it?

Billy: Uh-huh.

Dalton: Where is it Karen?

Karen: Over here.

Billy: Where is it?

Dalton: Oh, right there, and it goes that way.

Female: Oh, I just did vine, I didn't...

Dalton: Good job Billy.

Billy: Thank you.

Dalton: Let me know if you need some more help. Oh Rhonda, oh, you colored the grapes purple and that's what color grapes are. That's really good. Jana, what's your favorite color?

Jana: Green.

Dalton: Green? That's neat. Do you like yellow? No, that's my favorite color. Wow, you found one, two, three, four, five words already?

Jana: Yep.

Dalton: Wow, that's great. Oh, can you put your name right up here? Tony, how did you learn to write so small? That's really good.

Tony: I only got two words.

Dalton: Nancy's got one, two, three, four words. Sandy, you found the biggest one on the whole page. How you doing?

Sandy: Just great.

Dalton: Did you have a great day today?

Sandy: I sure did.

Dalton: Everything okay at home?

Sandy: Yeah.

Dalton: School too? Is it really good?

Sandy: School's pretty hard but...

Dalton: Whoa, look at Don. Don, what's your favorite color?

Don: Blue.

Dalton: Blue? All right, but do you like the yellow?

Don: Yes, I do.

Dalton: Do you like strawberries?

Don: Yes.

Dalton: Pizza?

Don: Love pizza.

Dalton: What's your favorite food? Pizza?

Don: Spaghetti.

Dalton: Spaghetti, that's good. Do you like Jesus?

Don: Yes, love Jesus.

Dalton: Love Jesus. He loves you too. Isn't that neat?

Don: It is.

Dalton: All right Trish, do you need some help? Are you doing okay?

Trish: I'd like to color.

Dalton: You'd rather color? Okay, here's some crayons right here. Trish, what's your favorite color?

Trish: Green.

Dalton: Green?

Trish: Uh-huh.

Dalton: That's good. Do you like yellow?
Trish: Yes.
Dalton: I like yellow.
Trish: I like yellow too.
Dalton: That's my favorite color.
Trish: Uh-huh.
Dalton: Do you like pizza?
Trish: Uh-huh.
Dalton: Do you?
Trish: Uh-huh.
Dalton: Do you like Jesus?
Trish: Oh yes.
Dalton: Do you love him?
Trish: I love Jesus.
Dalton: He loves you, Trish. Mike, whoa, one, two, three, four, that's really good. You guys are doing super on the word search. Annette, you found one, two, three, and you're so neat Annette, the way you get the lines there. That's really good. Yes, Parker?
Parker: Why is this one backwards?
Dalton: Well, some of them are backwards and some of them are side... you know, diagonal?
Parker: Uh-huh.
Dalton: But, that's why they call it a word search.
Parker: Oh.
Dalton: But I bet you can find them, though. Look how many you've already found. One, two, three, four, five, six, seven. Parker, you're doing great. Sandy's still doing good. All you guys are doing so good. Donald, whoa, you stay in the lines so good. And Elaine, that's my favorite color. You guys are really doing... anyone need help on the word search? Anyone stuck? Okay. Juan is stuck. Right Juan?
Juan: No. What happens if we find all the words?
Dalton: Well, then you need to start on the color sheet. But you know what? We're going to start class in just a minute, so... and ... I didn't meet you. I'm Dalton.
Sherri: Hi Dalton, I'm Sherri.
Dalton: Sherri, welcome to first grade.
Sherri: Thank you.
Dalton: Okay. Sherri, will you write your name right on the top? Boy you guys are doing super. Wow, Billy, you've almost got them all done, haven't you?
Billy: Uh-huh.

Dalton: And Rhonda, look at Rhonda's color sheet. Whoa, and...

Billy: Excuse me?

Dalton: Yes, Billy.

Billy: Do we have to do the bottom... can we do the bottom?

Dalton: Yeah, you can do the bottom too. That's the maze.

Billy: I mean, we don't have to do all of it, if we don't want?

Dalton: Yeah.

Male: They go backwards?

Dalton: They go backwards too. Wow, you guys are really doing good. Parker?

Parker: Dalton.

Dalton: Yeah, Park.

Parker: I don't like prunes.

Dalton: Well, you don't have to eat them. You just have to find them. Can you find them? You can find them, give it a good try. If you can't find it, I'll come back and help you. Oh Don, you're really doing good. Donald's doing good too. Oh hi. Welcome you guys. Want to get a color sheet or word search? And you can have a seat right there, I guess.

Paul: I think we got the wrong door.

Dalton: Introduction to Children's Ministries?

Paul: Yeah, okay.

Dalton: You're here. I'm Dalton.

Paul: I'm Paul.

Dalton: You're a first grader Paul. Welcome. And your name?

Candace: Candace.

Paul: My wife Candace.

Dalton: Candace?

Candace: Yeah.

Dalton: Nice to meet you Candace. You're just in time.

We're going to start class in just a minute, cause you guys are really doing good. Well, I tell you what.... Okay, kids. Would you put your pencils down and leave your papers right where they're at, and lets all of you come up... stand up, and let's come sit right here on the floor facing me, please. It's good to see all you guys tonight and I hope you all had good weeks. Hope the Lord just watched over you and took care of you. Now, if you're here for the first time, I don't want you to be frightened. I'll just give you an idea of what we're going to do. In a few minutes, we're going to sing to the Lord, and then we're going to have a Bible study, then after that, we might have a snack and a puppet show, and maybe a video. So that's what we're going to do. And if we have enough time,

we'll go out to the field too, but the first thing we want to do is pray and ask the Lord to bless us tonight. So let's pray.

Opening Prayer

“Father, we just want to thank You and praise You for Your love for us Lord, For Your kindness towards us Lord. And Lord, the truth that You know each one of us Lord. Lord You know us by name, for You created us and Lord I pray tonight, Lord, that the work of Your Spirit in our hearts will bear fruit Lord. Dear God, that we will become a little closer to You. Our hearts will be more fully devoted to You Lord, so Lord, we give You this time. We ask Lord that You bless it, that You be glorified Lord. We ask it in Jesus' name, Amen”

Singing

Jesus loves me, this I know. For the Bible tells me so. Little ones to Him belong, they are weak, but He is strong. Yes, Jesus loves me. Yes, Jesus loves me. Yes, Jesus loves me, the Bible tells me so...“You guys sing now”...Jesus loves me, this I know. For the Bible tells me so. Little ones to Him belong, they are weak, but He is strong. Yes, Jesus loves me. Yes, Jesus loves me. Yes, Jesus loves me, the Bible tells me so. ... Our God is an awesome God; He reigns from heaven above; with wisdom, power, and love, our God is an awesome God Our God is an awesome God; He reigns from heaven above; with wisdom, power, and love, our God is an awesome God.

Dalton: Let's see now, we just read... we sang that Jesus loves me and God is an awesome God. See, if God loves me and... is there anyone more powerful than God? Anyone bigger than God or more powerful?

Male: No.

Dalton: No, there isn't. So if He loves me and He's all powerful and He's taking care of me, what do I have to worry about? Nothing.

Singing

If you know the Lord is keeping you, whatcha gotta worry about? Ah, nothing. If you know the Lord is keeping you, why don't you stand up and shout, hallelujah! If you know the Lord is keeping you, if you know the Lord is keeping you, if you know the Lord is keeping you, whatcha gotta worry about? Ah, nothing. Whatcha gotta worry about? Ah, nothing. If you know the Lord is keeping you, whatcha gotta worry about, ah, nothing. If you know the Lord is keeping you, why don't you stand up and shout, hallelujah! If you

know the Lord is keeping you, if you know the Lord is keeping you, if you know the Lord is keeping you, whatcha gotta worry about? Ah, nothing. Whatcha gotta worry about? Ah, nothing.

Dalton: Praise the Lord. We don't have to worry if He's taking care of us, do we? Well, let's see. We sing that Jesus love me, this I know. Our God is an awesome God, and He's taking care of me, what do I have to worry about? We sort have been singing songs about God, haven't we? You know what? Why don't we sing a song to God, so I want you to close your eyes while we sing this. I don't want you to worry about your neighbor next to you and we'll sing Father I adore you. Go ahead. I see some eyes open. Need to close your eyes now, while we sing.

Singing

Father, I adore you, lay my life before you, how I love you. Jesus, I adore you, lay my life before you, how I love you. Spirit, I adore you, lay my life before you, how I love you.

Dalton: Isn't God so good? He's so good. Let's see. Well, you guys are all first graders, right? We don't... do we have any kindergartners in here? One kindergartner, that's okay, you're big. You could be... well, let's see. When you're in first grade, you're learning how to spell, right? Can anyone spell cat? Who can spell cat? Billy, can you spell... Karen?

Billy: She can.

Dalton: Karen, can you spell cat? Can you spell cat for me?

Karen: Yes. C-a-t.

Dalton: That's pretty good. Who can spell dog? Who... just... not all at one time now. Just raise your hands or I won't call on you... Billy? Can you spell dog for me?

Billy: Yes. D-o-g.

Dalton: Good, that's. So spelling and reading. How about counting? Are you learning how to count?

Female: Yes

Dalton: Okay. Who can count from one to ten? Don, can you count from one to ten?

Don: Yes.

Dalton: Let's hear you.

Don: One, two, three, four, five, six, seven, eight, nine, ten.

Dalton: Ten! That's good Don. (Clapping) Good job. Well, but... who can count from one to ten really fast? Parker, can you count...

Kent: One to ten...

Dalton: ... well, you missed some. That's pretty good Kent, but you missed some, like two through nine. Now can you count real fast, one to ten? Let's hear.

Parker: (counts fast).

Dalton: Pretty good. But anyone can count faster than Parker? Go for it Sandy.

Sandy: (counts fast).

Dalton: Who can count faster than Sandy now? Come on. Juan, can you count faster than Sandy? Go ahead?

Juan: (counts fast).

Dalton: Whoa, I think you guys are good counters, and good spellers. You might be good readers too, but I... are you sure you guys are good counters? Do you think you're good counters? I think... well...

Male: Yeah.

Dalton: ... well, let's see, first graders usually are good counters, so since you're such good counters, I want you to do something for me. Okay? Now, I know you're first graders. I know you guys can count good, cause Parker counted, and Juan counted real fast. And Don, you did a great job of counting from one to ten too. So now, since you're good counters, when I pour the sand from the jar into the dish, I want you to count it. Okay? Are you ready? Ready?
(Laughter)

Dalton: Rhonda? Did you count the grains of sand? How many did you count?

Rhonda: Oh, about twenty.

Dalton: Twenty. Rhonda, I think there's more than twenty.

Billy: A hundred.

Dalton: A hundred? Well... Donald, how many did you count?

Donald: You can't do it.

Dalton: Well, you... I just heard you guys count. Are you... you guys are first graders. You're good counters. I'll tell you what. Let's just do it one more time now. Look, look... are you guys all looking? Now when I pour the sand, I want you to pour the grains of sand, cause I know you guys are good counters. Ready?

Billy: Seven thousand.

Dalton: Seven thousand, Billy? Did anyone count any different than seven thousand?

Male: Yeah, I did. A thousand.

Dalton: A thousand. Who...

Male: Ten thousand.

Dalton: Ten thousand.

Female: Too many.

Dalton: Ten thousand one? Well...

Female: It went too fast.

Dalton: It went too fast, didn't it? You know what, maybe the sand, when I poured it out, it went too fast, into the cup here and so you couldn't count... so what I want you to do now... a bowl. Thank you Parker. What I want you to do now, is when I say go, I want you to count the grains of sand now in the jar. Ready? Ready? Go! How many... are you counting?

Male: No.

Female: Yes.

Dalton: Well... well wait a minute, you guys are good counters. How many grains of sand now are in that jar? Sandy?

Sandy: They're too small.

Dalton: Too small. Billy, how... yes?

Billy: What's a grain to see?

(Laughter)

Dalton: Well it's one of these little things, right there.

Male: Grains of sand there are?

Dalton: Does anyone know how many grains of sand there are here? I know how many grains of sand there are. There are so many grains of sand in this little jar that you can't count them. But you know what? God uses sand to tell us something about Him and about us. Did you know that? I want to read from God's word, the Bible. Is this the Bible? This is God's word, isn't it? Have you ever heard about David? God said of David, that he was a man after His own heart. And David wrote Psalm 139, and I want you to hear what God says about him, and about you, and about sand. Okay? In Psalm 139 verse 17, from God's word, this is what God says,... he says, "How precious also are your thoughts towards me. Oh God, how great is the sum of them! If I should count them, they are more in number than the sand." Did you know that God thinks about you? Did you ever stop to think that... I think God's thinking about me right now. Right here it says, "How precious are your thoughts unto me. Oh God, how great is the sum of them!" Do you know God thinks about you, but just not any kind of thoughts? They're precious thoughts. Juan, do you know what precious is? What's a precious thought? Can you think of what a precious thought is?

Juan: Beautiful.

Dalton: Beautiful. Okay. Don, can you think of... what is... if God's thinking about me and He's thinking about me and He's thinking precious thoughts, what's precious... Karen, what's precious mean to you?

Karen: Valuable.

Dalton: Valuable?

Karen: Yes.

Dalton: Yeah. Yeah. That would be it. Yeah. Huh. You know what I think? I have a little granddaughter and when she was first born, I would hold her like this, and I would... oh... I'd look down at her, and I'd look at her and say, "oh, you're so precious. I just love you so much", and oh, I'd make faces at her to try to get her to smile. Am I being precious towards her? Is that a precious thought? Am I having precious thoughts towards my granddaughter?

Female: Loving.

Dalton: Loving thoughts, yeah. Right here it says, "Oh how precious are your thoughts towards me, oh God. And how great is the sum of them?" You know what? I used to think "Oh God, if I just knew that God thought about me once a month, my heart would just fill up at the thought that God would think about me one time every month." But you know what? God thinks about us all the time. He does, it says so right here, "He has precious thoughts towards me, and if I could count them, they're more in number than the sand." Well, I wonder how many grains of sand are in this jar?

Female: A lot.

Dalton: But you know what? You know where I got this jar of sand from? Huntington Beach. Do you think there's a lot of grains of sand in Huntington Beach? I think... whoa, there's a lot of... you know what? If I took my vacation this summer, and I drove down to Huntington Beach, and I had these big dump trucks follow me, and I had a pair of scissors... or tweezers, and for two weeks, I went down and "there's a grain of sand, oh, there's another one. I got another one", and I did that for two weeks, kids, okay? When you came down to Huntington Beach, and looked at the beach, what do you think you'd see?

Female: Sand.

Billy: A lot of it.

Dalton: Sand. You know what? You wouldn't even be able to tell I was there, would you? I could stay there the rest of my life taking grains of sand and putting them up in this truck, and you know what? Once I died, you could come down there, and it would look like I'd never been there. Oh, I just thought of something. Oh no, this is Huntington... Newport Beach, Balboa, San Diego. Do you think there's a lot of grains of sand between here and San Diego on the beaches?

Female: Uh-huh.

Billy: Yes.

Dalton: Oh no. Hawaii. Have you ever been to Hawaii? Yes Parker.

Parker: My mom and dad are taking me there next week.

Dalton: Wonderful. Wonderful.
(Laughter)

Dalton: But wait a minute. The Sahara Desert. Are there a lot of grains of sand in the Sahara Desert?

Male: Yeah.

Dalton: Do you think God's trying to tell us something? Yeah, I think He is. You know what? Are you going to go to the beach this summer?

Female: Uh-huh.

Female: Uh-huh.

Dalton: Well, you know when you get out of your car and you park in the parking lot there; and maybe you have your boogie board dragging behind you, and you walk off the blacktop, and you step down on the sand, and you let your toes get down there; why don't you just pause for a minute and think, "Oh yeah, thank You God. You're thinking about me, and Your thoughts are precious, and if I could count them, Father, they would be more in number than the sand. Oh Lord, thank You." Shall we pray to the Lord and thank Him for thinking about us? Let's do that.

Prayer

"Father, thank You for Your love for us, and thank You Lord that You think about us. And Lord, they're just not mean thoughts or evil thoughts, but Lord, Your thoughts towards us are precious and loving. And Lord, if we would be able to count the number, Lord, they'd be greater than the sand. Lord, thank You. Help us Lord to think about You. Help our hearts, Lord, to be thankful too. We thank You in Jesus' name, Amen.

Dalton: Okay, that was about eight minutes long. And that's about all you're going to be able to hold the attention of a first grader after he's been in school all day and he's come home and maybe had a quick dinner, and things like that. And then mom and dad have brought him to class. Okay. And so the whole point in this, is what were we trying to do?

Billy: To relay a message.

Male: ...or a parable.

Dalton: Okay. We didn't want to stand and lecture the first graders, but we want to gain their attention and bring them in, involve them by... now you guys are really subdued. Who can count from one to ten? Well, every hand in the classroom was going to go up and it's going to be waving like this. See. And then... so they get involved and they start, "Oh, I can count from one to ten fast... one, two, three"... okay, and then once they're involved, and they're attentive, you take them right to the Word of God, and bring out a truth on their level, where they can understand it, okay. It's better than standing up and lecturing, isn't it? For first graders now, you're first graders, okay? So I want

to do another one now. You know kids, what I really like? Do you guys like toast for breakfast? I love toast for breakfast. I don't know. I just love the smell of the toast and you know what I love to put on my toast? Apricot jam. Do you guys, who likes apricot jam? Do you guys like apricot jam? Strawberries...

Female: I like it on my chicken.

Dalton: Yes, that's good too. Apricot glaze, but you know what? Sometimes I'll go to the store and I go to buy apricot jam and they're out and they still have strawberry and blueberry and grape, but I like apricot. And sometimes I go to get it and it's not there. So you know what I'm going to do? When I get home tonight, I'm going to plant a seed... where's the knife?

Female: Right here.

Dalton: Where? Thank you. Because I'm tired of the store running out, I'm going to grow my own apricot tree, so that when it gets big, I can pick the apricots off and make my own apricot jam. That way, I'll never be out of apricots. So, watch this. This is a beautiful seed, you guys. It's sort of big...
(Laughter)

Female: Is that an apricot?

Dalton: What? Yeah, I want to grow an apricot seed, because that's my favorite, favorite jam of all time, is apricot. And this has got a great seed. Look how big it is. See? Isn't this a great seed?

Male: Teacher! Teacher!

Dalton: What?

Male: That's the wrong kind of seed.

Dalton: Well, it's a nice looking one.

Male: It's not a...

Male: It's green and all.

Female: That's an avocado.

Female: You're going to grow avocados.

Dalton: Wait. Well, wait a minute. I'm going to dig a hole when I get home. I'm going to put that seed in there, then I'm going to cover it up and make sure it's good and then I'm going to water, and pretty soon in about two weeks, there's going to be a little apricot tree, isn't there?

Female: No.

Dalton: No? Well... but I want an apricot tree. What kind of tree is going to come up then?

Female: Avocado.

Male: Green avocado.

Dalton: An avocado. I don't want an avocado. Well, I guess I'll just have to plant a different type of seed then, because I don't like avocado jam. So I'm going to

take this seed here, it's a little bit smaller, but I'm sure it will work and I'm going to cover it up with soil, and I'm going to water it, and then before you know it, I'll have an apricot tree. There'll be a little plant coming up and...

Class: No!

Dalton: No?

Female: That's an apple.

Dalton: That's an apple seed?

Female: Uh-huh.

Dalton: But I want an apricot tree.

Female: That's not it.

Dalton: You mean if I plant that... you mean if I plant this seed, an apple tree is going to come up?

Female: Uh-huh.

Dalton: Oh, well. Now this sort of looks like an apricot. It's a little bit bigger, but it sort of has the same colorings, but I'm going to do something different this time. When I get this seed out, and I put it in the ground, I'm going to do something different. I'm going to cover it up. I'm going to dig a little bigger hole there, and put it in there, and I'm going to cover it up, and this time after I water it, I'm going to stand over it. I'm going to say, "I hope it comes up an apricot tree. I hope it comes up an apricot." And you know what? It'll come up an apricot tree.

Male: Noooo.

Dalton: It won't?

Male: Unh-unh.

Dalton: Well, wait a minute now. You're telling me that if I plant an avocado tree... or seed, the only thing that'll come up, is what?

Class: Avocado.

Dalton: An avocado. And if I plant an apple seed, the only thing that will come up, is what?

Male: Apple.

Dalton: An apple. And even though I plant this plum seed, and I stand on it and I wish, and wish it will come up an apricot tree, what's going to come up?

Class: A plum tree.

Dalton: Plum? Huh. This is sort of like a rule then, isn't it? Sort of like a law? That what ever we plant, that's what's going to come up? You guys are right. You know what? God has established this rule, when He created the earth. You can read about it in the Book of Genesis. This is one of God's rules, and it's a physical rule, or a physical law that what ever kind of seed we plant, that's the only thing that can come up. You know what? God has other kinds of rules. He has spiritual rules. And just like you can't break a physical rule, you can't

break one of God's spiritual rules either. Let's read about one of them, okay?
I'm going to read again from, again, what's this?

Class: Bible.

Dalton: And what is the Bible?

Class: God's word.

Dalton: God's word, and it's true and there aren't any mistakes in God's Word. Okay. And this is what it says here. It says, "Be not deceived",... do you know what it is to be deceived? It means that you believe the lie and not the truth. So God is saying, don't believe a lie, believe the truth. "Be not deceived, God is not mocked." That means you can't make fun of God and get away with it. Or you can't break His rules and get away with it. So "Be not deceived, God is not mocked; for whatsoever man sows, that he shall also reap. For he that soweth to his flesh, shall the flesh reap corruption, but he that soweth to the spirit, shall of the spirit reap everlasting life." Now that's one of God's spiritual laws. Just like you can't break his physical ones, you can't break his spiritual ones either. Now let's see, it said, "Be not deceived, God is not mocked; for whatsoever a man soweth, that he shall also reap." Do you kids know there's being things sown into your mind everyday?

Female: No.

Dalton: Do you know that? They're seeds being planted in your mind and in your heart. Yes, sir.

Billy: No.

Dalton: It's through the things that you listen to, through the things that you watch on TV, the things that you read, What you hear your friends tell you; those are seeds and they're coming into your mind and into your heart. And whatsoever we plant, that's what we're going to reap. So it says, "He who sows to the flesh, reaps corruption. That means death. "He that soweth to the Spirit, shall of the Spirit reap everlasting life." What does it mean to sow to the flesh then? Does anyone have an idea? Let me give you an example. If I come home from school, and I throw my book bag down and I go get a peanut butter sandwich and my mom's not around, so I turn on MTV, and I'm listening to this sort of worldly music, am I sowing to the flesh or to the Spirit?

Male: What?

Class: Flesh.

Dalton: Flesh, that's right. What if I come home from school and I think, well, you know, it's so quiet now, no one's here, I think, "I'll take a little time to read God's word, oh yeah, praise the Lord." Am I sowing to the flesh or to the Spirit?

Class: Spirit.

- Dalton: How about if I come home and I think, “Oh my friend, he didn’t have a very good day in school today, and he doesn’t know Jesus. Lord, I really want him to know You. Lord, will You touch Billy’s heart, and let him know You and love You.” Is that sowing to the flesh or to the Spirit?
- Class: Spirit.
- Dalton: Yeah, that’s right. So, what do you guys want to sow to? Do you want to sow to the flesh?
- Class: No.
- Dalton: Do you want to sow to the Spirit?
- Class: Yes.
- Dalton: Yeah! Let’s say this together now. I want you to repeat after me. Be not deceived...
- Class: Be not deceived...
- Dalton: ... God is not mocked.
- Class: ... God is not mocked.
- Dalton: ... but whatsoever a man soweth,...
- Class: ... but whatsoever a man soweth,...
- Dalton: ... that he shall also reap....
- Class: ... that he shall also reap....
- Dalton: ... For he that soweth to his flesh...
- Class: ... For he that soweth to his flesh...
- Dalton: ... shall of the flesh, reap corruption....
- Class: ... shall of the flesh, reap corruption....
- Dalton: ... But he that soweth to the Spirit,...
- Class: ... But he that soweth to the Spirit,...
- Dalton: ... shall of the Spirit reap everlasting life.
- Class: ... shall of the Spirit reap everlasting life.
- Dalton: That was good. You guys are good.
- Male: I think that’s Galatians 6:7 and 8.
- Dalton: You’re right. Now that took a little bit longer. That was about ten minutes. And again, that’s about all that you’re going to have available to you to really get the Word into their heart, to keep their attention. And again, what were we trying to do?
- Male: Engage them.
- Female: Come down to their level.
- Dalton: Engage them. Get them involved. Get their attention, get their focus on what we’re going to tell them. Okay? And we do that by using objects, and letting them say, “Oh teacher, if you plant this, an avocado seed... you can’t get an apricot.” See, they understand. So you’ve taken a principle, or one of God’s laws... physical laws... that they can understand. And then they’ve tried to

move it to a spiritual law to give them the same type of understanding. That we can't expect. Remember when I stood over the seed? And it was a plum seed, but I was going to hope, and hope that it came up an apricot tree. See, the law can't be broken. Even though we, "oh, I want to be spiritual, but, gosh, oh gosh, I just want to see this next episode of MTV." See, you can't do that. "Whatsoever a man soweth, that he shall also reap." So these are the ways... there's many other things that you can do when you get into your classes. When we do John chapter 15. "I am the true vine, ye are the branches." We have clusters of grapes. And we let them taste it. Well, how did this grape get to be so juicy and sweet? Well, when it was out in the vineyard, did it jump away and run around the vineyard, then come back? No, it stayed attached to the vine, because that's where it's nutrients came from, and that's just like us. When we stay attached to Christ, we'll become sweet and juicy and everything that a grape should be. So use things like that. Okay. Now, that's just some of the ways of doing a Bible study. There are portions of scripture when you might just have to lecture them. Okay? But we do have things to supplement that. Flashcards, flannel boards, and things like that. Again, first grade. As you get into the older grades, you might just want to maybe pass out an outline or something, and just talk with them; but on a first grade level, it's really effective if we get them involved and draw them in. Now, when does ministry start? Is it when I open God's Word and we begin to teach from it? No. Your ministry to the children will begin somewhere the week before. And it will begin in your personal time with the Lord, and spending time in His Word. Your ministry time with the children will just be an outpouring of your time spent with the Lord, your commitment to Him. Okay. During that week, you're asking Him, "Lord, who do you want me to share with the children? What portion of scripture should I really bring forth?" And sometimes for me, it's in my quiet time and personal reading. I think "Oh Lord," I'll get an understanding of something and "Oh Lord, that's so good." Then I think, "Oh Lord, can You help me take that to the kids?" You know, "I'd like to share that Lord? How can I do that so they'll understand it?" Okay. So it starts before you even come to class. Okay. Then it starts at being prepared. We had the coloring sheets and the word searches and the pencils, and the room was all set up. There was music playing and everything. Then it starts when the first child comes in through the door. Greet them just the way you would expect... how would Jesus greet a little child if they were coming to Him? He said, "Suffer, little children, to come to me. Forbid them not, for such is the King of Heaven." So greet them with a smile, and with a hug and kind words, "Oh, I'm so glad that you're here. You came back. You know I'm so glad to see you. How was your day today? How was your week?" Then get

them started. “Would you take a coloring sheet or word search, whichever one you’d like to begin with? And remember write your name on it before you start.” Because you greeted that child, you’ve welcomed them, you’ve loved them. Now he’s going to sit down because you’re going to have 30 more coming through the door. And when you’re halfway through and the classroom is half filled up, you don’t want chaos to be going over here. But, if they’re focused in on something to do, then there’s not going to be the loudness and the rowdiness, because one time a little girl or boy’s going come to the door and they don’t want to come in and they might be shy. If they look into your classroom and there are pencils thrown and paper airplanes, they surely don’t want to come in then. But if they look in, and everything’s sort of quiet and peaceful, and there’s music playing and you’re smiling at them and greeting them, they’re more likely to come into your classroom without tears, without mom pushing them in. Okay. Now, so, they’re all working on something and now it’s about time, you know, they should all be here by now. Okay, then you start just going around the room talking with them. Encourage them, “Oh, do you need help with that? Jesus, yeah, right there. Wow, you found it.” Really encourage them, and make sure you talk with every child. We hug them, we touch them, we encourage them in everything. Half of my kids I teach Monday nights and Wednesday nights, half of my kids come from single parent homes. Half of those kids that come from single parent homes, are with their dads. You wouldn’t think that, but it’s about even. But we just don’t know what the child has gone through that day or two or three days before that. So we want them to, when they come to the classroom, know that this is a safe place, this is safe, this is a loving place. This is different than what I experience out in the world. They might not remember the greatest Bible study that you’ll give, but they will remember that they were loved, that they were accepted, that they were encouraged and it was all done because of someone named Jesus Christ. Now you’re going to build a relationship with them, and that’s great, that’s good. But what we really want them to know, is that this person, this person is Jesus Christ, is God, and that He loves them, and He’s not far from them. They’ll believe and accept Him into their hearts. He’ll just come in and live right with them, they’ll never be without Him. You’d be surprised what happens. I had a little girl come in, and she came in with all smiles and everything. And this particular night we broke up, I have two helpers in my class on Monday night, and we broke up into prayer groups and she was the first one to pray. And she says, “Oh Lord, thank You that my mommy’s with You in Heaven now.” Two days before she had just lost her mom. But to hear this little girl pray she knew where her mom was. She understands fully that her mom was with Jesus in Heaven. But there are others

that come in and you get to talking. They've been coming, and all of a sudden you look at them, and you know something's wrong, they're not their smiley self, they're not their outgoing self. And when you get to talk with them as you're going around the class, "Oh, what's wrong? You didn't bring your smile to class today. Is everything okay? Well, what happened? Is something wrong at home?" "Well, my dad left. He's not going to live with us anymore. (sighs)" Or "I was at school today. My teacher yelled at me." You know, there's all kinds of things. You're there to minister to them God's love before you even get to the Bible study. Then you do your Bible study. Okay. After we do the sand, we do crafts. Usually in the winter months, we do crafts because it's too cold and it could be raining and we don't go out in the field until summer gets here, but when summertime comes, we go out to the field and have a lot of fun. Okay. But after the sand study, then we do a craft. And this is the craft. It's just a little baby jar. They paint the lid and we fill it up with sand. Then they glue the scripture verse. "How precious are Your thoughts towards me, oh God." "How great is the sum of them? I should number them, they'd be more in number than the sand." So they can take that home with them, and put it on a shelf. Every time they look at it, "Oh yeah, the sand! Yeah. God's thinking about me. Precious thoughts." So we try to do a craft that reinforces the Bible study. When we do the seeds, we have little styrofoam cups with planting mix, and we plant seeds and they take it home, and usually it's pinto beans cause they really work. If you plant a pinto bean seed, it's going to come up, and they're going to see something and then they come back, "My beans are coming up!" And they're so excited. So we try to use a craft that reinforces whatever the Bible study was for that period of time. Okay, now the Bible study's over with, but Pastor Greg has gone long. It's already ten minutes after nine, I mean the parents aren't coming! What are we going to do? Well, we usually take a video in, and just for cases like that because we don't want to lose control of the class, so then we'll begin the video until their parents come. Okay. Or we'll have a puppet show. The fellow helps me, Brian Moreno, he's just so great with puppets, That's his calling. He can do voices that I've never heard of, and the voice fits the puppet figure, and the kids just love it. "Are Luke and Muffet here tonight?" Well Luke is the alligator, and Muffet's the panda bear. See? And the kids love that too. Okay. Bible study's over with, now the parents are beginning to come to pick the children up. With the same love and smile that you had for them when they came through the door, give them that same farewell greeting, "Oh, it was so good to have you in class tonight. Now, if you don't come next week, Billy, I'm going to miss you, so I hope you come. Okay? Remember, Jesus thinking about you Billy."

Billy: Yeah.

Dalton: If you could count the number of thoughts, what would there be more of? The sand? The sand. So try and send them back out into the world with a lot of love, and a lot of encouragement. Invite them back to your class again. Now you're starting to clean the room up and everything. You're thinking about what went on in the class, and you think, "Oh yeah, oh Lord. I just... Lord, be with Billy." Then a lot of the teachers will take the sign in sheet; and when they come back to the office, and when they're putting things away, they'll just run it through the xerox machine. And they'll take it home with them, and then through the week, if they have time, they'll pray for each child in the class. Think, that's really great. And, so again, God's given each of us different personalities, and this is just the way the Lord has shown me to do the class. He works with whom He's created with our abilities and He enhances them and it's all His work anyway. So, you might go into an older range class, and as your trying to serve the Lord, He might show you a different way. This is just the way the Lord has shown me. Any questions? Yes sir?

Male: Well, after I pray about what the study will be about, and the crafts, do we bring whatever... you know...

Female: ... the materials...

Dalton: ... the materials...there are a lot of the materials in the office. The construction paper and the felt, the glue and the staplers, popsicle sticks, and all these kind of things are in the resource center. Okay?

Male: All in the resource center?

Dalton: Okay, Larry will take you down there sometime in this whole thing for your walk through it and see what it is exactly, and what's available. There are books of craft examples on the bulletin board. Now, because we are approaching Easter, there are several Easter crafts that are up there, and we have just completed an Easter craft seminar which was held two Saturday mornings ago. All the teachers are invited to that, to get ideas for crafts for Easter.

Male: And if the Spirit puts it on your heart, like to... like certain ages, say you wanted to teach on the miracles of Christ...

Dalton: Uh-huh.

Male: ... or you know, for the middle aged or third through... third graders, or sixth graders, you know, so you just let the Spirit of God guide.

Dalton: We've really got a lot of help there. There are the curriculum booklets...

Male: Yeah.

Dalton: ... it goes all the way through the Old Testament now, doesn't it Larry?

Larry: Oh,yeah.

Dalton: It just has your coloring sheets, there, your word searches, all kinds of things that... yes?

Male: Okay, for first graders, after the Bible study what do you do with the rest of the time? Going back to the...

Dalton: Okay, if it's the winter months, we like to have crafts that reinforce what the Bible study was...

Male: Also the little craft shops and what.

Dalton: Yeah, then we go "okay, let's go back to our seats and start the craft. Okay. Uh-huh?"

Female: Do you have to come up with your own curriculum...

Dalton: No.

Female: ... or crafts or...

Dalton: No.

Dalton: Okay. Anything else about first grade or what you saw tonight?

Female: Are the classes usually this big?

Dalton: Yeah.

Female: There's some that are bigger.

Dalton: Monday night in the summer time, runs about thirty to thirty-five. The winter months run about twenty-five, Wednesday nights about the same, and Sunday mornings, it just depends, some about thirty, maybe for the average class.

Female: Is there always a minimum of two teachers per class?

Dalton: Well, sometimes there's only one, because maybe the teacher might be sick, but I would say for the most part, there's two teachers in every class. Yeah, and we have three on Monday nights, and Wednesday nights, we have three, sometimes two. You guys are great first graders.
(Laughter and clapping)

Pastor Larry: The learning level chapter. I've got an overhead of kind of a staircase looking diagram, and we are going to be dealing with, and covering, the aspect of learning levels; very, very important, and I believe, many times overlooked. We can have a tendency to go in and think, "Well, I'm just going to talk. I'm just going to share" and never know where we're going, never really understand developmental stages, never really understand the different levels of learning. What I'd like you take a look at right now, is in your Bible, James 1, verses 22 through 25. "But be doers of the Word, and not hearers only, deceiving yourselves. For if anyone is a hearer of the Word, and not a doer, he's like a man observing his natural face in a mirror. For he observes himself, goes away, and immediately forgets what kind of man he was. But he who looks into the perfect law of liberty, and continues in it, and is not a forgetful hearer, but a doer of the Word, this one will be blessed in what he does." Learning levels, understanding what we're trying to be, as we study and learn the Word of God. The goal should not be only hearers of the Word, but the goal should be doers of what we've heard. And so, when we develop the learning levels and look at them, keep that in mind, what we want to establish is not just hearers of the Word, but doers of the Word. And that will kind of help you keep in line, and track with what I'm going to try to convey this evening in this class, because we'll be going from place to place in the ideas of the five levels of learning. And you may be going "Ah, where are we at? I don't understand this at this point. Just hang on and keep in mind the goal that we have, is to be the doer of God's Word, not just the hearer. Before, I believe, anyone gets involved with teaching God's Word, they need to understand a little more clearly these levels. Now if they don't understand them, it doesn't mean that they can't teach, but it's very helpful to understand them. And by understanding them, what it does, it helps you see what the Holy Spirit is doing, how He's guiding the class, how He's moving in and out and doing different things, and drawing the kids with questions and bringing to your mind certain things that you weren't planning on talking about. And so, when you're able to identify these levels, you're able to see clearer, the leading of the Holy Spirit, and that's why I think they're beneficial. It's important to understand. And we're going to take a look at that first one, the Rote Level. The rote level, is the ability first to repeat, without thought of meaning, the ability to repeat, without thought of the meaning. We're just saying something because we've memorized it. That's what this level is that we're going to be taking a look at. The ability to say something, without thought of meaning. Now, we're going to attempt, on this level of learning, to learn something. I'm

going to put it on the overhead here. If by chance you do have the gift of interpretation, please keep it to yourself for a few minutes, but if you don't, we are going to learn what this says, how you would say it. That's really simple. "Ha Na Neem Mun Sa Rang Eem Nee Da". It's really easy. And so tonight, that's what we're going to learn. And when you leave the class, you're going to be able to say "Ha Na Neem Mun Sa Rang Eem Nee Da". All right? So we need to start practicing it together as a class. Now, I need to tell you before we go any farther, that I had a difficult time in learning how to say "Ha Na Neem Mun Sa Rang Eem Nee Da", but I did it. And by doing it, I had experienced the learning level on that first level, the rote level of learning. To be able to say something without the thought of meaning, that's the rote level of learning. All right? To help you out a little bit, phonetically speaking, it looks something like this. So you need to kind of take a look at that, maybe write it down. I don't know if you're going to have time to write it down, because we are all going to learn that tonight. I want you to be able to, when you leave class, if you have to go to the market or go to gas your car up, if anybody's around, I want you to be able to say it to them. And just turn to them and say "Ha Na Neem Mun Sa Rang Eem Nee Da". It'll be a tremendous experience. All right.

(Laughter) Are we all ready? I can tell it by the faces. Everybody's like "yeah, I know I can do this." Now understand, you really need to learn this, because I may... well, let me put it to you this way. Past classes, I have this urge to have people help, and I may pick on you, and so now your hearts are pumping and we're going to learn this all together. So right now, we're going to do this together. Okay? On three, I want to say this, and I want you to say it also. One, two, three... (everyone saying "Ha Na Neem Mun Sa Rang Eem Nee Da"). Ah, we're getting there. It was a good first time. There were a few mouths not moving, so I'm not sure if it's a different way of communicating. Let's try it again on three. One, two, three... (everyone saying "Ha Na Neem Mun Sa Rang Eem Nee Da" again). That's not so hard. You're starting to get it. I'm hearing that. Let's do it again on three. One, two, three... (everyone saying "Ha Na Neem Mun Sa Rang Eem Nee Da" again). Anybody feel brave yet?

Female: Brave?

Pastor Larry: Anybody want to try it without the whole class? Okay.

Male: "Ha Na Neem Mun Sa Rang Eem Nee Da"

Pastor Larry: Very good! All right. Yeah. (Clapping) Okay. Let's say it on three. One, two, three... (everyone saying "Ha Na Neem Mun Sa Rang Eem Nee Da") Good. Good. If, and I won't go on any farther with this, if you are able to say ("Ha Na Neem Mun Sa Rang Eem Nee Da"), you have just learned on

the rote level of learning. It's the basic level of learning. You may say "Uh-huh, right. What is this? I've learned what?" That's not the point on this level. The fact is you have learned something on the rote level of learning. Why is that important? Why is that important to understand? You could spend a lot of time in class, and teach your class, and have them memorize a scripture. You could take John 3:16 "For God so loved the world, that He gave His only begotten Son"; how special of a scripture. And if you leave them with just the memorization, and you're all excited as they walk out the door, able to share that, if you haven't gone any farther, what they will be walking out the door saying is "Ha Na Neem Mun Sa Rang Eem Nee Da". And that's what it would mean, as you understand that now, possibly to a little one who is saying, "For God so loved the world". Do we want them to walk out of class not understanding that? Maybe they don't have a concept of God. Maybe their concept is "there's a God in each of us. And you can be a God." Maybe they don't understand what love is. Maybe they come from an abusive background and you're saying, "love", and they're going "what's that?" And as they walk out and you're so excited... you're hearing "For God so loved the world" come out of their little mouths, but all they're saying is "Ha Na Neem Mun Sa Rang Eem Nee Da". That's it. Now that's not very much to get real excited about, even though we would, because we would hear words that are familiar to us. It's kind of like in situations where you'll hear... oh in a classroom, you may ask a student what faith is, and they may quickly respond to faith as "...the substance of things hoped for and the evidence of things not seen." Then you go "Yeah, I understand that, verse 11:1 says that. but what is faith?" You can keep pressuring, because it's not really what I'm looking for. And finally they would say "well, that's all I know. I had to memorize that to go to camp last year." And that's as far as it goes, and that's the rote level of learning, and we can be mistaken so much of the time in our teaching, thinking that we're "Wow man, we're really on the mark, we're really doing what we need to do", and that's it. Now God has promised that His Word will not come back void, so there is the point where we have to go for it; but if we stay at that one point, we miss the blessing to see what God can do. And He'll bring somebody else along to start explaining what that means, so that they understand it. So His Word won't come back void, but we miss the blessing, to see when a child starts realizing that God loves them, and as we just heard, thinks about them more than the grains of sand on the face of the earth. And all those thoughts are for the good. And we miss the blessing of watching that child light up, watching the healing take place,

because we thought that was it. The next level of learning on our little chart there is the recognition level of learning, and that's the ability to recognize a Biblical concept. It states what it is, the ability to recognize a Biblical concept. Now what does that mean? To recognize? Well, if I was to tell you at this point in time, that "Ha Na Neem Mun Sa Rang Eem Nee Da" is Korean and says "God is love", you now have some information. And you've taken that information now, and moved up the ladder of learning to the recognition level. So it would be something like I could say "Ha Na Neem Mun Sa Rang Eem Nee Da" I'll give you two choices, a multiple choice. "Ha Na Neem Mun Sa Rang Eem Nee Da", means the cow jumped over the moon or God is love. That would be the extent of your understanding of that point, in time. You would be able to say, "yeah, God is love." Or I could give true and false, "Ha Na Neem Mun Sa Rang Eem Nee Da" is Korean, True or false? They could recognize what it was, that's it. At this level of learning, we largely will not see much change in a life, but it's also... these levels are all important to establish as we're teaching. Don't get me wrong, as I'm talking about one level being lesser than the other. They all lead. You have to become the hearer of God's Word in order to know what to do. So there are important aspects of being hearers, having ears to hear what is being said. And these are the stages of having those ears to hear. To be hearing, so that in turn, we can be obedient, and be doers of the Word. All of the teaching, in this regards, really only requires the student to have that ability to recognize those things that have been taught. So it's important. Now, to give you a little more explanation on the recognition level; if, hypothetically, we had a fourth grade class, and that class had been studying the gospels and salvation, and what it meant to be saved; after the class basically had their Bible study, what you would probably have as far as interacting going on, would be, maybe the teacher would ask some questions and say, "what do you think? Which one is it?" And I'll give you an illustration of three different things after the gospel had been studied. Number one, can a person get to heaven by always obeying parents and being kind to friends? The teacher would put that out, and if they had truly understood what the Word of God had to say about what it meant to be saved, they would be hearing "No. No, that's not it", because they have the ability on this level to recognize what the truth is. Or, can a person get to heaven by coming to church and reading the Bible everyday? Now, that's a little bit closer. That, has some of the characteristics of what you would see a Christian do. That's not what's going to get him to heaven, and so the class would be saying "No. No. Absolutely not." And three, can a person get to heaven by

believing on the Lord Jesus as his Savior from sin, because He died on the cross to take the penalty for our sins? And at that point, the class, if they were listening and the appropriate study was done, say, “Yeah, that’s it. That’s it.” That’s the recognition level. Now as you can see, a person that has just learned at that level, it’s not going to be a tool, for the most part about what he studied or what she studied, can go out and touch another life, because they can’t even explain it. All they can do, is when they’re in a conversation, go, “Yeah, that sounds right. Yeah, I think that’s close.” Now that’s the recognition level. Moving up the ladder to restatement level, the ability to express or relay a concept basically in your own words. Again, what the title of that level is, is restatement and what it’s saying is that the student has come to understand the concept enough to be able to restate it. Looking at, again, what we were talking about; hypothetically, if a fourth grade class had been learning about what it meant to be saved, what you find being asked in that class, at that point, to get them to a place of restatement, after they had studied the lesson, after they have got the facts of what it means to be saved, hypothetically, the teacher comes into the class and says to the class, “Class, I have a little boy that lives down the street from me and we were talking the other day and he said that he was going to be confirmed in his church and he said that the Bishop was going to anoint him with the Holy Spirit, and with the Holy Spirit to help him, he was sure he could be good enough to get to heaven. Now, the class is sitting here going, “Okay, there is a problem here, because we just studied what it is, that we need to believe and receive.” And what the teacher is trying to get now, without giving information, but literally giving not correct information, to get the student to be able to restate. Then you explain it. How would you explain it to that little boy, what he was saying? Now at this point in time, you’ve got to understand what was taught. You have to understand the terms. You have to have some relationship with what the teacher had been teaching, in order to restate it. It’s interesting, sometimes many people will stop and critique, is a nice way to term it, people, that are up front teaching. It’s a really easy thing to do. “Oh, they said the wrong word.” You know, “Oh, they didn’t mean that, I’m sure, they...” When we come to the state of having... to have the ability to restate something to teach someone, it takes a grasp... an understanding of what it is. It’s not a simple way to learn. It takes some time. It’s takes some diligence on behalf of ourselves, and so at this level of restatement, we can start seeing possible change in our life, because they start being able to express, and the only way they can express, is to have some form of understanding. Now, unfortunately, what I find talking

with many people, these first three levels are where much teaching takes place, and it never goes beyond them. I'll give you an illustration: in a class, the teacher asks a question, a student responds and explains that they can restate it, the teacher's excited and the teacher says, "They're getting it" or "They got it." Well, they haven't gone from the hearer to the doer yet. And we prematurely get excited about hearing the parrot. "Oh, the right answer. Well good! I must be a good teacher. They got it!" Did they get it? What proof do we have at this point that they got it? They have the ability to restate. And this is a very important thing to understand at this level. Because in the classroom, in life, in your life, in my life, we can fool ourselves or be fooled because we know. We have to know to be able to restate it. Paul talked about the Pharisees, he said, in II Corinthians "You know, you know." He kept on saying, "You know" because what they were saying, they did know. but he went on to then say, "But you do not know, you do not know." He was saying, with the aspect of the knowledge that was transferred to their life, they were not doing what they were saying. And it's important to understand, that just because we can rattle off some scriptures, and give our viewpoint, and give our opinion, it doesn't mean it's active in our life. And we can make a great mistake in assuming that there are spirituality levels in our life that aren't there, or in our own children, or in the classroom. So it's important to understand the rote level, to understand the recognition level, and then the restatement level. Yes?

Male: These learning levels are almost, I mean almost spiritual levels too, from a standpoint.

Pastor Larry: It applies totally in the spiritual realm of again, from being a hearer to being a doer. And as we move to the next level, which is the relation level of learning, the relation level of learning is the ability to relate the Bible truths to life, and see and understand the appropriate relationship to what we should be doing because we understand that truth. Yes?

Male: Is this part involved in teaching, or does it exist for a future craft application or something that they practice in their life?

Pastor Larry: Good question. Many times we get confused and go "Okay, now I'm going to sit down and do a lesson plan, and I'm going to put rote level, and I'm going to it go through that and I'm..." No, this is not that kind of a thing. This is something that, with the understanding, you will see things take place, or you will try to move when you have that student, that has memorized that scripture and they are able to recognize and restate what that scripture means. You'll be able to guide them and move them through, instead of staying back. You wouldn't be as excited that they

memorized the scripture. You will not apply this in a sense that you're going to create a lesson plan through it, or figure out your lesson by it. No. And right now, you're at the place, where, if you were studying some physical form of self defense, we'll say, and the teacher was trying to tell you, "No, you've got to learn this right now. You've got to do these forms and these exercises for a future time that you will just flow through this. You're at that stage where it may not make a lot of sense, but as you get involved in teaching, and you start seeing what this really transfers in the classroom, then you'll start understanding, and all it will be is head understanding. It's just going to be to understand what's happening in class. All right. So now, we're at the relation level. At this level, the Word of God is more than information, it is a point of contact with God Himself. The crucial issue in bringing us information about God through personal experience with God, is that of response. We have information, we've heard it. Now we need to understand, "What does that mean to my life?" We understand it. Now, back to this hypothetical class on the gospel... let's say it was being taught. On this level of learning, what would take place is, you would see a student, or hear a student, or the question would come about... the student may say something like, "Oh, that's what it means to be a Christian. Wow, then that means my dad's not. Or maybe that means I'm not." They come to understand to see how it relates to them personally. That's the relation level. There may be a time when you've been studying in class about forgiveness, and one of the students go, "Ah man, that means I got to forgive my brother, or my sister. Ah, I don't want to do that." That's where it's at, it's like they understand what the Word of God is asking them to do or to be. Relation is relating to life experience, what that truth is. How many times have we been in the sanctuary and God has spoken to our hearts and we go, "Yes, I receive that, I understand that." Now, what we have is a choice, which brings us to the next level. We stay at relation level, understanding what our choice is, and we can choose either to obey or not. If we do not, then we stay at the relation level, we understand what it means. If we choose to obey, and we say, "Okay Lord, there's an area in my life that You want to clean up, I give You permission to that. It's okay. I give You my will. Take that area and make it right." It's our will. At that level, at that point in time, we have come to the realization level, and that is, we've been willing to do it. A child in the class, a student in the class, is studying the gospels. At that point in time, they would say, "Well, you know, I've never done this before, and I haven't given my life to Jesus Christ, and I understand that the Word of God says that I need to do that. I want to do that." Now, this

is an important understanding. Just because that student said “I want to do that”, they haven’t transferred yet. They’re still on a relation level, that fourth level. This is what transfers them. “Teacher, will you pray with me now? So that I can give my life to Jesus.” And the teacher says, “Yes.” And they pray, and they’ve experienced the realization level of learning. They have taken it on themselves. They have realized and received and they’ve accepted. How many times in class, we miss that opportunity. You may be studying what it means to be born again, and all you get out is head knowledge, rote level, recognition level, maybe restatement level and that’s it. And the next week, you go on to a new lesson, or you got it out and you ask “Does anyone want to give their life to the Lord?” And the parents come to the door, because church is over with, and you say, “Well, church is over with”, or a student says, “Yes, I do.” And their parents are at the door, and you go, “Well, your parents are here, go home and do it.” It may never happen again. When we gather together in the Body of Christ, it’s so important to take inventory and action there, because the minute you walk out, all kinds of things can occur, and it never gets resolved, and the work of God just lays there. It’s a lesson for us to learn too, when God is speaking to our hearts, take action at that point in time. It’s a special, special thing to hear from the living God and we treat it sometimes flippantly. It’s very important in class to understand these levels, because what a pity, what an unspeakable thing, to allow a child to come to the door as Jesus is knocking, and because we’re too busy, or because we don’t understand what’s going on, they never go through that door. I’d be saying, “Excuse me for a minute. Could you close the door. We’ll be two minutes. We’ve got something really important going on right here.” Sometimes they won’t understand, but that doesn’t matter. Our heavenly Father does. He understands. And you take that opportunity, and you lead that little one to Jesus Christ, that’s really important to understand. This ministry, as we’ve covered before, is an outreach ministry, it’s an evangelistic ministry, it’s missionary work We want to see these little lives transformed, so that they don’t have to go through the crud that some of us had had to go through so they can have God dwelling in them. So it’s important to understand, and have some kind of concept of the learning levels. It’s not going to make or break, but it will help you to see, as I said earlier, what the Holy Spirit is doing. And, it is awesome to be able to be in tune with the leading of God. It’s exciting. When people look for fulfillment, they look for different things in doing and being, and man there’s nothing like seeing God work. And being able to identify, to go and look at what He’s doing, and know what the next thing is going to

be, because you've seen it before. And God's desire in this subject of salvation, is that not one would perish, but that all would come. A high percentage of the kids should have "Today is the day of salvation" written on their T shirts as they walk in. This is the time to disciple, to train up, in the ways of the Lord, not when their eighteen, not when their sixteen, but now is the time. C.H. Spurgeon has stated "Scriptural knowledge is wisdom when it influences the heart, when it rules the mind, when it effects the daily life, when it sanctifies the spirit, and when it renews the will, that's what scriptural knowledge is (this is not in your training book)." It influences our heart it influences and rules over our mind and it effects our daily life. That's when we know we received, not because we can memorize, not because we can quote scriptures, point fingers, adjust other people's lives, but when we ourselves have our daily life transformed. When the students themselves have their daily lives transformed, how important it is, that we allow God to speak to our hearts, and then we become not only hears of the word, but as James says, that we become those doers of His word. It is truly important that we receive and understand that. And I would like now for you to turn a couple of pages in, so that we can find out whether you went from the rote level, to the recognition level, to the restatement level, to the relation level, on to the realization level in this class. And we are going to do a little self test, levels of learning, with that little guy up in the right hand corner, with the question marks all over his head, wondering what is this learning level thing all about. What I would like you to do, is take a few minutes now and go over, and look at one through ten. Look at that page there and I want you to, in that little slash before the number, write in whether it's level one through level five. To give you an illustration of what I'm saying, is on number three it states, "Now I lay me down to sleep, I pray the Lord my soul to keep." You would, I pray, put a one there or write out rote level of learning, because that is just repeating something without thought of meaning. So go through all ten and try to figure those things out. We'll take a couple minutes, maybe three minutes doing this.

Male: Where's it at?

Pastor Larry: It's in the learning level section... right there. Oh, some of them may have a little hand with a pencil in it. So you may want to take a look at that. The other ones have a little guy with question marks around them. There are two different pictures. Take about one more minute. We're in to speed-reading in this class. Okay. Let's take a look at number one. "That you should consider it all joy when you encounter various trials, because it's for my own good." What do you think that is? What level?

Male: Three.

Pastor Larry: Three?

Female: Four.

Pastor Larry: Four. Three? Two?

Male: One.

Pastor Larry: Any five so we can kind of complete this here? Well, what's happening here? I should consider all joy when I encounter various trials because it's for my own good. It's a statement. Now you may be thinking because he says or they say it's for my own good, but we really don't know that that's the direction they're leading or whether they're going on to any further step, but it's basically a statement and it's level three. Number two, John 13:34, "That you love one another as I have loved you, that means that I even have to love my sister." What level is that?

Female: Number four.

Pastor Larry: Two, four?

Female: Four.

Pastor Larry: Four. Four's are out doing the two's. Do we hear anymore two's? Well, two is recognition, that you love one another... they are recognizing "That as I have loved you. That means that I even have to love my sister." Sounds like to me, when they say "that means I" is relating to ones life, therefore it is level four. We did number three, which is the rote level of learning. Let's go to number four. "The Bible says to forgive one another. That is why I need to forgive him."

Class: Five. Four...

Pastor Larry: Five. Four.

Class: Four.

Pastor Larry: Four. Can someone explain to me why it is five?

Male: Because he's doing it.

Pastor Larry: Because he's doing it, huh? Interesting. "The Bible says to forgive one another, that is why I need to forgive him."

Male: Because he realizes that the Bible says that's what he needs to do.

Pastor Larry: He what? He related it to his life. He related it to his life, but the realization level is what? Wanting to do it, is not doing it. Here he wants to, I think, maybe, or may, but there's no understanding that anything's happened.

Male: Illustration please.

Pastor Larry: He could say, "The Bible says to forgive one another, that's why I need to forgive him, but I'm not going to." We don't have that understanding. So at this point, with what we have down there, it's level four. Yes?

Male: It didn't tell you if he actually forgave him.

Pastor Larry: Exactly. That is why I forgave him. Transferring it, that's important. That is why I did it. All right. We're getting it. Number five. "John, you shouldn't swear, the Bible says so." Two, three?

Female: Three.

Pastor Larry: Three. This is good. I usually have spans from one to five on almost every one, so you're getting it. The reason it's not so bad to be that close, because sometimes it's hard to tell from the one level to the next. Now when you're jumping from one to five, that's a whole different story, but if you're doing it two to three, that is understandable because sometimes there are indications that we might read into it. But on this one, it's a restatement. It's level three. Number six, "I pledge allegiance to the flag"... oh good, good, good. You're good. Number seven. "It was such a blessing working three hours at the Children's Hospital yesterday."

Class: Five.

Pastor Larry: That was so powerful, nobody dares to say anything else. Right. It's five. Why is it five?

Class: Because he did it.

Pastor Larry: Because it was such a blessing. He did it. He did it. That's what's important. Number eight. "It has been said that Jesus loves me."

Class: Three.

Pastor Larry: "It has been said that Jesus loves me."

Female: I think it's great to know that Jesus loves me.

Pastor Larry: "It has been said that Jesus loves me." It's a recognition. This is only a recognition. Now, for the sake of people getting in a fight, I can accept the possibility that it goes over to three. All right? So, is that making peace or what? Okay. Number nine. "The Bible says to forgive one another, that is why I forgave him."

Female: Five.

Pastor Larry: That is why I forgave him. All right. "Jesus said to love my neighbor and James said that true religion will 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."

Class: Four. Five. Four. Five...

Pastor Larry: So I will drop by. Okay? Well, let's just put the scenario in this. He was riding on his bicycle and past the park and some buddies were playing baseball, so he never got there. It's four, because he hasn't done it yet. He has good intentions, but he hasn't done it. And that's so important. We talked about that a few minutes ago. You may have a student that has good intentions. They say "I'm going to go home and do it." If you have any possible way to deal with that in class, deal with it. Or you may be

witnessing out in the streets, and somebody says “Oh, that’s really good, maybe I’ll do it at home. No way, sit down. Let’s talk.” You know, when you can recognize and understand what’s going on, God is able to do things... it’s just awesome. And so that’s why we take the time this one session to look at the learning levels. If you haven’t quite got a hold of it, don’t get frustrated, but maybe read over it some more and ask the Lord just to talk and minister to you. Yes?

Male: If number seven says... instead of saying it was, if it said it is, would that be a two or a three?

Pastor Larry: Okay, number seven. It was such a blessing working three hours. It is still would be because it’s basically making a statement that it was done.

Male: So it would be a realization

Pastor Larry: No, it was ... well, I see what you’re saying. It is such a blessing working three hours... well, that’s a tough one, it’s in between, because you have to get more information on that, and that’s why we’ve set these up, so it’s not so difficult. But it could possibly be transferred that way. But then again, we don’t know, it’s some previous knowledge because they did it. It’s still going to give the idea that it was done. The point is, the difference between the last two levels. The relation level and the realization level is... it is either done or it is not. Just because they understand what to do, doesn’t mean it’s done, and it can be so close. And it’s important for us to understand that because we can say, “Yes Lord, I’ll do it” after he has just spoken to our heart so heavily, so purely, so kindly, so softly, “Yes Lord, I see what You’re saying and I need that, yes, yes, yes.” And go on and do our own thing. And we can interpret that as repentance. I didn’t quite make it. And so these are really important truths to understand as you’re attempting to teach the children. Let’s pray.

Closing Prayer

“Father, may these trues penetrate our hearts, not only to be hearers of Your Word, but also doers of Your Word. If there are areas that we have touched on by Your Holy Spirit, You have spoken, may there be the doing of those areas. Help us Father. Help us to understand these trues and not only in our own lives, but to be able to communicate and understand what You’re doing in the classroom. Again, we thank You for Your Son, and we pray this in His name, Amen.”