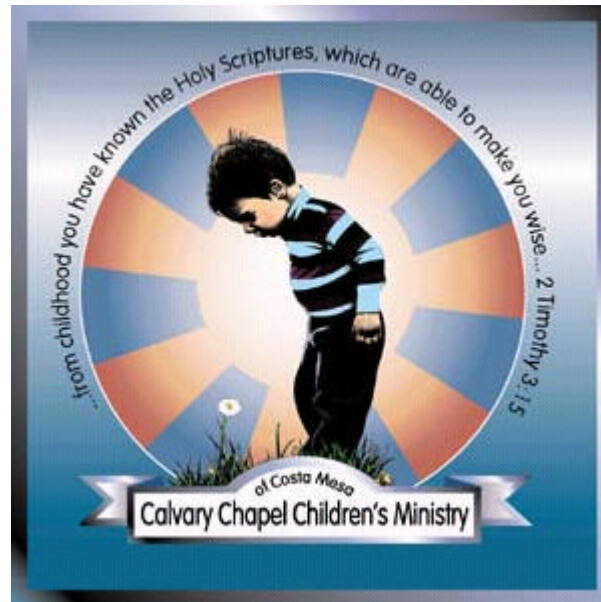


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# CALVARY CHAPEL CHILDREN'S MINISTRY TRAINING COURSE



## WEEK 4 TRANSCRIPT

### KINDERGARTEN CLASS DEMONSTRATION, USING VISUAL AIDS & STORYTELLING

JOHN

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John: My name is John. I teach here at Calvary Chapel. I am a kindergarten teacher, and I also work with Larry in the leadership, under Larry, he's my director. He's the one who keeps me on the straight and narrow, outside of Jesus himself. What we're going to be doing today, is we're going to be going through a class, a kindergarten class. I'm going to bring you guys through a start to finish class, as if you had come into my class. And what I would like to do is kind of give you guys a basis of a structure. Now don't get me wrong. It's not the structure. I'm not telling you that my class is it, you know, you should go with whatever I've got in my class. It's just something that the Lord has given my wife and I, and it's worked really well for a lot of years. And so hopefully, what we can do is maybe put some tools in your hands that you can take into a class, if the Lord leads you. And so we'll go from there. So to start off, I'd like to start off with prayer. So if we'd kind of stop for a moment, and let's open up. "Father, I just want to thank You, God, that it's You, Lord God, that provides all of our needs. And God, we just confess to You now, that we are in great need of You. Lord, we pray that we would decrease, and that You would increase. And that God, that You would come, and that You would speak to us tonight, that You would teach each one of us, Lord. Lord, we pray that You be glorified. Open our hearts and minds to all that You desire. In Jesus' name. Amen." So what I'd like to do is, I'd like to ask for three volunteers. We have John and James and... I need one girl. Okay, and what's your name?

Karen: Karen.

John: Karen. Okay. If I can get John, James and Karen to go on outside the door, go on outside the door, I'll tell you what we're going to do here. What I'm going to do is, I'm going to show you what it would be like if you were guys coming into my class, what it be like to be greeted by myself or my wife. As you guys came in the first off, the first thing you guys, most of you heard, some of you didn't because I got here a little bit late, but you heard music going on. And you're thinking, "Well, John, that's worship music, that's really mellow for a kindergarten class." Well, I teach second service Sunday, and I use mellow music when they come in. Because usually when they're coming in to my class, they're all jacked up on sugar and all sorts of other things. So I want to bring them into a mellower atmosphere. So I use mellow worship music in my class when I start out. And also, each one of you have this, it's a color sheet. And so it gives them something to do as soon as they get into the room itself. It gives them a beginning activity. This is really good, because if they're coming into a class that has nothing in there, usually what will happen is they'll

wander into that class, and they're going to find something to do. And usually it's going to be something that you don't want to do. So, what we're going to do, is I'm going to invite our kids in right now. And what I'm going to do is kind of go in and out of the class situations. So you guys will be kindergartners and then you'll be adults, because I'll be explaining different things in my class. Okay, starting out. Okay, guys, come on in. "Karen, hi Karen, how are you doing? It's so good to see you. Hey, what happened to you last week? Were you sick?"

Karen: Yeah.

John: "Oh, well we were praying for you, Karen. Hey, you know what? Now Karen is always in my class, so. Karen, would you do me a favor? We have a brand new girl over here, and she's kind of sad. Would you sit with her and kind of help her out when we do our worship and stuff?" Okay, why don't you come on. And I'd come over and I'd introduce her. Like, say this brand new girl came in first off. She doesn't know anybody here. So I'd make sure that I introduce somebody to her, so she would get a friend right away. So why don't you have a seat Karen. All right. "Hey, John, what's up, buddy? Oh, man, give me a hug. All right. Hey, buddy, how was your week? Oh, man, I've been looking forward to seeing you this week. Well, come on in, pal. You can sit right over here. Hey, what's your name?"

James: James.

John: "Hey give me five, buddy. All right. Hey, have you ever been to kindergarten class before?"

James: No, my first time.

John: "Never. Okay, well great, James. Hey, I'll tell you what. Why don't we come on over here and I'll sit you next to John, and he'll help you out with doing some coloring and stuff, all right?"

James: Okay.

John: And a lot of times, too, when brand new kids come in the class, I'll kind of explain a little bit of the class. I'll explain kind of the process of things that we do. You know, first we sit down and we color, and then afterwards, after all the kids are in the class, then we start doing our worship, and we pray, and then we have Bible story and puppet shows, and all sorts of things. So it kind of gives them an idea, and something to look forward to. Okay. So after I get all the kids in my class, they're sitting down, they're coloring. We have some kind of beginning activity. Now, your beginning activity doesn't have to necessarily be a coloring sheet. It could be puzzles, it could be certain types of toys, it could be books. Whatever you have, as far as your beginning activity, make sure

that it's directed towards your Bible verse or your Bible story. Because a lot of times what will happen, is you'll get a child that will come in, and that's the first thing that they'll do, and that's the last thing they'll remember. You know, because I don't know about you, but I've got young children, and sometimes they'll just, they'll get flighty, and they'll pick up a few pieces, and then they're gone. And so if everything that you do in your class, if it's focused towards your Bible story, or focused towards the verse that you're teaching, then hopefully, they'll walk out of that class with something that the Lord has laid upon your heart, okay, so some type of beginning activity. Okay, after our beginning activity, what I'll do is go around and ask for all the brand new kids. "Who is a brand new kid in our class? Never ever been in our class before. Raise your hand if you've never been in our class." So, come on, a few of you raise your hand. You're supposed to be kindergartners. "Hey, what's your name, pal?"

Billy:

Billy.

John:

"Billy, hey Billy, how are you doing?" And I've already said hello to Billy. And what I'll do also is just kind of break it up for the kids. "Hold on, I've got to put my brand new eye goggles on". I'll put my brand new eye goggles on, and I'll start looking around the room for brand new kids. And that's really fun for them, because they start looking, "Hey, that's guy's goofy." So I'll look around, and there's Billy, and I'll say, "Welcome to our class, Billy. And who else is brand new in our class? Are you brand new in our class? What's your name again buddy? Scott". And this is also where I put name tags on all the kids, so I try not to have to ask them what their names are. You know, if I don't remember their name when they walked in, I'll usually wander over and I'll be sitting there trying to scope out their name so I can say their name. Because, even if they see that I'm looking for their name, if they hear it come out without me asking, they're just like, "Hi, how are you doing?" You know? It makes them feel special, you know, because a name is really a special thing. So make sure you have name tags on all your kids. You'll have to forgive me. I didn't get name tags on you guys, so you guys will have to tell me your names. So after we go through all of the kids that are brand new, what I'll do is I'll ask the kids in the class, "Who in my class will raise their hand, and share one of our four most favorite rules in our class?" We have four rules in our class. They're the same rules. They go all year around. They never change, except for maybe we might add a few things depending on what happens in the class that day. But I'll ask them to review those rules. And what I'll do is I'll say, "Who can share one of our four most favorite rules that we always have in our class", so the boys

and girls that are brand new in our class will know what is right and wrong in our class. Now this is really important because now I'm establishing with the brand new kids, hey, there's right and wrong in this class. There are boundaries, and that's really important, we need boundaries, especially kids. "So, who would like to share one of our four most favorite rules? Anybody. Jon."

Jon: No talking while the teacher is talking.

John: "Oh, excellent, you remembered one of the rules, very good." And this gives me an opportunity also to really praise some of the kids that maybe won't talk in the class, that are kind of afraid to raise their hands when I'm asking questions about the Bible verse or Bible story, you know, that are just kind of apprehensive. We go over these rules every week, so they know these rules. They know them good, and they'll usually raise their hand during this time. And I'll usually try to pick some of those, just so I can give them an opportunity to just praise them and lift them up in the Lord. And so, but we have that rule. Raise your hand when the teacher's talking. We have this rule. "Do you guys know why we have this rule? It's because I," who is Mr. John, and then I'll introduce my wife, "Miss Megan," who is my wife, and I'll introduce our helper also, "We're here to tell you guys about God's love for you. Did you guys know that God loves you? Yeah, He loves you. Did you guys know that God loves you even when you're bad? Did you know that?" And some of them will look at me, and they'll go, "Really?" "Yeah, yeah, it doesn't mean that He's happy with what we're doing, but it means that He loves us no matter what. Nothing could take away God's love for us." So I'm kind of explaining why we have this rule. And we have three other rules, and with those rules I'll explain why we have the rules. And one of my most favorite rules is my crayon rule. It's no throwing crayons. I'll ask, "Well, what do we do with crayons?" And they'll go, "Well, we color with them." And I'll say, "But do you know what happens with this crayon? If it leaves your hand, it turns into a supersonic guided missile, flying through the room", and I'll race it across the room. And I say, "What happens if it hit you in the eye? Put one hand over your eye. How many beautiful eyes did God give you? Two beautiful eyes." So I'll explain to them again why we have that rule. It's really important for kids to understand why we have certain rules. If you just tell them a rule, they'll go, Well, that's a cool rule, but it isn't for me. But, if you explain why we have the rule, then they can start applying it to their lives. So after we have our rules and stuff, I'll ask, "Who in our class will raise their hand and ask Jesus to help us to have a terrific day to learn about Him. Who will do that for us? Who will do that? Who will

pray right now for us?” Nobody? Oh, man, we usually have at least six or seven hands. “Hey, all right, Billy. Hey, would you pray and ask Jesus to help us have a great time learning about him? How many of you guys like to have fun in here? Who likes to have fun? Raise your hand. Do you guys like to have a little bit of fun? Ooh, lots of fun, yeah. So raise your hand and your foot if you like to have that much fun.” And I’ll have them raise their hand and their foot. And so, you know, it’s fun. “Now, Billy, would you do me a favor? Would you pray and just ask Jesus to help us have a great time learning about him? But would you do me a favor? Would you pray nice and loud so Ms. Marie over in the corner can hear you? Could you do that for me?”

Billy: Yes.

John: Okay. Go ahead and pray.

Billy: “Thank You Father Lord. We just come before you and we thank You for our teacher, Mr. John. And we ask that He would speak to all our little hearts tonight, Lord, and that we would just have an excellent time learning Your word, and our hearts would be open to hear what You would have to say through Your Holy Spirit, Lord. We just love You and we praise You. You’re such an awesome God. Thank You, Jesus, for dying for us. We just love You. In Jesus’ name. Amen.”

John: “Amen, all right, well praise God. Good prayer, Billy”, and I’ll try to make sure that they know that, because some of them will be apprehensive about praying out loud, too. So after our prayer time, what we would usually do, is we would come up here, and we would sit up here on the floor. And I’m not going to ask you guys to do that right now, for just room purposes. But what we do, is we come up here and sit on the floor, and we go through our prayer requests. But first thing, is I would go through our Bible verse. Now, our Bible verse, I’ve got it set up for a game, but I’m going to go ahead and show you guys the Bible verse. And we would go over it. And I’d say, “God is l-o-v-e. God is love. Can you guys say that with me? God is love. What is God? Love. Right.” And so I’d go over this a couple of times, and I would share some application concerning that. And then after our Bible story, or later on at the end of our class, we’ll go through our Bible game. And I’ll kind of explain our Bible game to you. But after this, after we go over our Bible verse, we go through our personal prayer. I’d ask the kids for different things they’d like to pray for. And now this, I kind of give them a general structure as far as our prayer time. And the reason I do this, is because, if you don’t, you’ll end up praying for cats and dogs and goldfish and lizards, and all sorts of things like that, which are really important to the kids, but we

want to direct them into things that are concerning the kingdom of God. And so what I'll do is I'll ask them, "Do you have anybody at home that is maybe not feeling good that we can pray for, or maybe somebody in your neighborhood that you haven't been getting along with real good, or maybe they're not getting along with you, and we could pray for them. Or maybe you know somebody that doesn't know Jesus, and we could pray for them, that God would open their eyes, that they would accept Jesus." And also, I would ask them to pray for our pastor, and what I'll do is I'll ask them who our pastor is, and they'll tell us, you know, they'll say, "Oh, Pastor Chuck." And I'll ask them, "Well, what does he do?" And some of them will go, "Well, I'm not sure", you know, or, "He teaches our mommies and daddies." And so I'll try to get them involved in praying for their pastor and their moms and dads each time we do that, too, because it's important that they know that they need to be praying for moms and dads. Because I don't know about you guys, but being a mom and dad is really tough, and we need our kids praying for us. So we'll go through our prayer time, and I'll usually use about 5 or 10 minutes, sometimes 15 minutes depending on how the kids are reacting. Or if I've got half my class starting to wander around and not really into the prayer time, then I'll try to cut it short. But we want to be sensitive to God's spirit and what He's doing right then, because that's an important time. And so after our prayer time, what we would do, is we would go into our Bible story. And so today, what I'm going to do is I'm going to lead you through a flannel graph, as far as our Bible story. I'm going to give you a lot more than I would usually give my class, so don't get misconceived as to how much I'm giving you, thinking, "Wow, you can teach that much in one class?" You can in some sense, but then not generally. Okay. First thing we need is our Bible. Now, you might think, "Well, that's kind of a funny thing. Of course you're to have your Bible." You know, "you're going to do a Bible story." Well, a lot of different curriculumms that are out there have the Bible story written out in a story form, and it's in a magazine. It's in magazine form. And what it is, it's a structured class, and in that structure each week it gives you a Bible story. And those are fine to use as far as the story form, but what you want to do is at least write them down and put them in your Bible so the kids see you teaching from the Word of God. And now, you might think, "Well, that makes sense, but see, a child, when they go home and their mom goes, Well, Johnny, what did you learn today? Well, I don't know. Well, what do you mean you don't know? Didn't your teacher teach you the Bible? Well, no, he was teaching out of a magazine or something." You know, the mom's going, "What, a magazine?" you

know, because she doesn't really know as far as what the curriculum structure is or anything like that. So make sure it's in the Word. Okay. So starting out, the Word of the Lord came to Jonah, son of Amit'tai, "Go to Nineveh and preach against that great city." "Oh, man," Jonah's thinking, "No way, man, that place is wicked. It's terrible, it's just, it's terrible. No way. I know what I'll do," he thought. "I'll go to Joppa. That's it. I'll go down to Tarshish. I know there's got to be a boat down there... or actually it's the opposite, we're going to Tarshish from Joppa. That's right." And so he went down to Joppa that day, and he got down there, and he's looking around, "Oh, cool, there's lots of people around. Nobody will know that I'm here. Cool." And so as he came down, he saw there at the water's edge some men loading the boat. And he walked over, and he said, "Excuse me, where's the captain?" "I'm the captain," he said. "Well, I'm looking for a boat that's going to Tarshish." "Well, I happen to be going to Tarshish." Jonah said, "Can I buy a fare to get on your boat and go to Tarshish? See, I'm kind of running from the Lord, you see, and I got to get to Tarshish." "Well, you got any money?" "Of course." And so Jonah paid his fare and got upon the boat. And now he went down deep inside the hull, and he found a nice soft place to go to sleep, because, you know, Jonah, he liked to sleep. It was a good place. So he went down there, and he could hear the men loading the boat. "All right, come on, guys, get that cargo on here." And he could hear the boat creaking as they were moving the stuff on. And then all of a sudden he could hear the captain, "Okay, guys, weigh the anchor, come on guys, we're leaving harbor." And he could feel the boat starting to rock like it was starting to move. And so he was thinking to himself, "Oh, awesome, they're starting to leave, and oh man, nobody knows that I'm here. Nobody knows that I'm here." And as they began to get farther and farther out, he could feel the water just moving, just moving, and the boat was starting to just flow across the ocean there. And he could feel it was getting further and further out into the ocean. You know how the waves just kind of start rocking you more and more as you leave the harbor, and they just kept moving further and further out. And he could hear the guys just yelling, "Okay, raise the mast," and he could hear the guys groaning and grunting as they were moving stuff, and pulling the ropes and stuff. "Wow," Jonah just thought, "Ha, I'm there, man, nobody knows I'm here. Cool." And so he just continued on. He just continued on. But all of a sudden he could hear the men, they were starting to yell a little louder, and he could hear the wind (whiiiiish), and he could almost sense, he could almost sense it was just getting dark or something, you know. And it just began to get darker and



darker, and it got colder, and the wind began to blow harder, (whiiiiish), and harder, and harder. And man, I mean it got to the point where the boat was just rocking and moving, and man, the waves began to crash upon the boat (shhuuuush), and the ocean just began to get rougher and rougher and rougher, until it got to the point where he could hear the men and the sailors, they were screaming practically in fear. They were scared. They were totally afraid. And man, they just began to take the cargo and throw it overboard. “Come on, guys, throw that stuff overboard, we’re sinking. Come on.” And Jonah was down there sleeping, and all of a sudden, he felt a kick, and the captain says, “Come on, you sleeper, wake up. Can’t you see the ship is breaking up? Get up and call upon your God, and maybe he can save us.” And so as Jonah came up, and saw the sky was just black, and the waves just crashing, and the men were totally afraid. And the men, they came and said, “Okay, let’s take lots, let’s take lots to see whose fault this is. I know it’s got to be somebody’s fault.” So the men began to draw lots. And they began. One guy, nope, it wasn’t him. Nope it wasn’t him. And then, ooh, nope it wasn’t him. And then it came to Jonah, and Jonah pulled out the short one. And all the men looked at him. They looked, and they were totally afraid. “Who are you? Where have you come from? Of what people are you?” And Jonah said, “Well, I’m a Hebrew, and I, I, I serve the living God, the God of heaven and earth.” And man, you should have seen their faces. “What do we do? What do we do to make the sea go calm?” And Jonah said, “Well, throw me overboard, and it’ll all go calm.” “No, we can get through this. Come on, row harder,” they thought. And they rowed and they rowed and rowed, and they just couldn’t do it. And finally the men, they just, they realized they weren’t getting anywhere, and they just cried out to God, “Oh, Lord, please don’t, please don’t blame us for this innocent man’s blood. Oh.” And they took Jonah and they threw him right into the water. And as he hit that water and began to sink, as he sank into that water, he could see the sea begin to go calm. It grew calmer and calmer as the men and that ship began to drift further and further, and the skies began to get calmer and calmer and calmer. And Jonah could hear the men on the ship crying out and saying vows to God. And at the very moment that Jonah thought he was dust, God provided a great fish who came and swallowed him up. Swallowed him, whole. And down into the water he went. Seaweed, man, was wrapped around his head. Oh man, it was so hot and sweaty in there, oh, and it stunk. Did you guys ever smell fish before? Never like this have you smelled fish. I mean Jonah was inside. It was gross. Oh, it was sick. He spent three days and three nights in the belly of that great fish. How many

days and nights? Three days and three nights in the belly of that great fish, three days and three nights. Can you believe that? Smelling that stinky fish and seaweed wrapped around your head. Oh, gross, man. But there it was that God began to speak to Jonah's heart. And Jonah cried out to the Lord. And he praised God. And he thanked God for saving him. "Salvation is of the Lord," Jonah said. And all of a sudden the fish just started moving, and all of a sudden it was like onto the shore he spit Jonah. Right onto the shore. Could you imagine that? Jonah probably thought it was just like, "Oh." But you wouldn't believe where Jonah was. Right in front of Nineveh. And the Word of the Lord came to Jonah a second time. "God to Nineveh, that great city, and preach against it." Well, Jonah did it this time. "Okay, Lord." And he went into the city, and it was a great city. It says that it would take three days journey to get through the city. "Forty days," he would say, "Forty days, and God's going to wipe this place out." Well, the people, as he walked through the city, the people thought, "F-f-forty days? F-f-forty days?" And word got back to the king, "Forty days and God's going to wipe us out." And the king, you remember, made a proclamation that everybody should sit in ashes, that everybody should repent, that everybody should stop doing evil and start doing good, for maybe God would forgive us. And you guys know the rest that happened. But as you see, the flannel graph is a very dynamic tool. You can bring in the kids, into being right there. And that's our goal, is to bring them into a place that they're not only hearing God's word, but they're experiencing God's word. That they're there, they're right there. And now you're probably thinking, "I can't do that. I can't do that." Well, you know what? Neither could I. But see, as time went on, the Lord began to show me different things. He started me out with one thing, and man, I couldn't even hardly share that one thing. But I knew that's where God wanted me. And so I was faithful and continued to share with that one thing. And then He would show me something else, and He would show me something else. And now after eight years, He's continually showing me other things and new things. So please don't feel discouraged by saying, Oh, I can't possibly share that story with the flannel graph like that. I've never even seen it." You're not called to do that right now. This is just to give you an idea of what is there, what the possibilities are. And I'm going to share a whole lot of other things, some very simplistic things, some things that you can make. Maybe you're thinking, "Well, I don't belong to a church that has this type of stuff. There's no way that I could use that." Well, we're going to show you some other things that you could make, the way you can share God's Word with things around your house. Anyway, after

our Bible story, what I would do is I would go back and I would reenact the Bible story. I would start putting it back together. I would put up here, and I'd be sharing, "Wow, could you imagine that, that Jonah spent three days and three nights in the belly of that great fish. Was that fish a shark, or was that a goldfish?" They'd all go, "I don't know what it was." And I go, "Well, I don't know what it was either. It was just a big fish." And so, just kind of getting along. And what I do is, I'd say, "You know what, I need some volunteers." And I had asked for volunteers in my class, and I'd say, "You know what? Would you guys do me a favor and, whoever my volunteer would be, would you put this on the board for me, and tell me one thing that you remember about this." Johnny would come up and say, "Well, this was the boat that Jonah got on, and he was headed to Tarshish." And that might be the only thing he remembered. Or he might get up here and say, "It's a boat", and he'd put it up there. And that's okay, because what we're doing here is we're touching the different senses of his learning abilities. First we shared by word, so he's hearing it with his ears, he's seeing it with his eyes. But now he's up here feeling it with his hands. He's like going, "Oh yeah, this is really cool." And he might even stick it up there like that. And that's okay, and I won't say anything. I'll just kind of move it around as he goes back to his chair. And we'll just, I'll have them keep coming up, and we'll just keep putting this thing back together. And as we go along, each one of them maybe will share one thing that they remember about the Bible story. And what you've done is you've just repeated your story. And that's one of the biggest things that you want to learn to do, is to repeat over and over as often as you can, go over the same thing over and over and over. Now, I'm going to show you a game here that you could do the exact same thing, because after our review time, what we do is we go back into our Bible verse. But I'm going to show you how I could review this Bible story also. And what I would do is, we have a church. "Now, how many of you guys have played hangman before? Lots of you. Okay. Well, this is similar to hangman, but we don't play hangman at church because we're not here to kill people. We're here to give people life, right? Jesus came to give us life, right? So we don't play hangman. But we do play 'Build the Church'." And so what I do is I break the class up in three different segments, and say, "Rhonda, what's your favorite cereal?"

Rhonda: Frosted Mini Wheats.

John: "Okay. You guys are the Frosted Mini Wheats. Okay, so we've got the Frosted Mini Wheats over here. I'm just going to put F-M for short. Frosted Mini Wheats, okay. And, oh, I can't..."

Parker: Parker.

John: “Parker. I’m sorry, Parker, forgive me. Parker, what’s your favorite cereal?”

Parker: Cheerios.

John: “Okay. You guys are the Cheerios. And then we’ve got over here, hey, what’s your name?”

Donald: Donald.

John: “Donald, what’s your favorite cereal?”

Donald: Frosted Flakes.

John: “Frosted Flakes. Okay, we’ve got Frosted Mini Wheats, Cheerios, and Frosted Flakes. Okay.” And so what we would do, is I would say, “Okay, starting with the Frosted Flakes, which one of you would volunteer and come up and put this piece on?” And we’re in a game, you see, so now everybody’s getting into this. So someone would come up, and they would come up and they would put this on here, and they’d tell me one thing about the Bible story. “Can you tell me one thing about that?” “Well, that was the boat that Jonah was on”. All right. And everybody would have to clap because in my class everybody claps for everybody. Okay. (Clapping) And Frosted Flakes would get a score. And what I do, is I say, “Which part of the church would you like to build right now? Which part of the church would you like to build?”

Donald: The door.

John: “The door. Okay, we’re going to put a door right here.” I’ll put a little doorknob so everybody knows what it is. “We’ve got a door to the church.” And so we would go through our whole Bible verse like this again, making it a game, building the church, and they’re thinking they’re having a great time playing a game, but what they’re really doing is reviewing the Bible story again. And so it’s totally fun. And so the same thing, with our Bible verse, what we can do is go through our Bible verse, and what I would do with this is I would say, “God is love.” Okay, now kindergartners, most of them are learning their ABCs really good. Most of them know how to spell, and will probably, in this sense, be able to spell out this word really quick. But what I would do, is I would have the same teams, Frosted Mini Wheats, Cheerios, Frosted Flakes. “Now, we’ve got a problem here, guys. We’ve got a Bible verse up here, but we’re missing a word. Okay? We’ve got God is \_\_\_\_\_, and we need help, okay? So we’re going to start out here with the Frosted Mini Wheats. Who over there in the Frosted Mini Wheats can share one of their ABCs with me so we can start and finish up our Bible verse so we can all know our Bible verse really good? Who can share one of them up there? Anybody? Okay,

we're going to come over here to Frosted Flakes because they don't want to... okay, E, yes, very good, all right. All right. God is E. It's not going to work." Okay, so we go back over, and so you can see. We can go over and over this first section until we get to that word. God is love. And so we finish with God is love. And for that, you can end up, you could go through this and use that for 15 minutes of your class, because what you could do is after you're done with that part of your Bible verse, you could erase that part, and you could do it again. Or you can go back to your Bible story the exact same way. And it's totally fun. And there's a lot of other Bible games out there, and in the back of your notebooks, there are some Bible games in there. We'll go over some of those later on. Okay. So that's pretty much the end of my class, or what you would see inside my class. Does anybody have any questions as far as our class goes?

Scott: Do you have any singing time?

John: You know what? Thank you, because I forgot all about my singing time, very good. Well, we do have a singing time, and that would actually be put into the section about right after our prayer time. So since we didn't have our singing time in the beginning, let's have our singing time at the end. I'm going to share a couple of songs with you guys. So, come on, stand up, because you guys are all tired, come on. Thank you, I appreciate you reminding me of that. We would usually have our singing time right after our prayer time. But a couple of the songs that we do, and I like to share this because it gives me an opportunity to let you guys know different opportunities to share God's word with the kids. But one of them is we do our Calvary finger exercise, and we do this by putting our finger up in the air. Okay, come on guys, put your finger up in the air. Okay, we have a finger up, and we do finger down. Finger up, finger down. Up and down, up and down. To the side, to the side, back, forward, up, down, up and down. And then, man, our fingers are nice and loose, all warmed up, and we do this so we can get it warmed up so we can sing. "Touch your finger to your nose. Bend at the waist, and down and touch your toes. And when you come up, slowly, start to say, say to the Lord, I love You. I love You, I love You. Say to the Lord, I love You. I love You, I love You. Say to the Lord, I love You. Reach your fingers to the sky. Look to the left, and right and blink your eye. And when you turn around, you'll start to say, say to the Lord, I love You. I love You. I love You. Say to Lord, I love You. I love You, I love You. Say to the Lord I love You." Ah, boys and girls, God loves it when we tell him we love him, because, you know what? The Bible says that God loved us first. Yeah, that he loved us first. Hey, have you guys ever been to a baseball game? How many of you have

ever been to a baseball game? Oh, cool. Have you guys ever sang that song, Take Me Out to the Ball Game? Yeah, all right. Well, let's hum that for a second. It goes like this. Hmm hmm hmm, etc. You guys are great hummers, you know that? Well, there's a song that goes along with that. It goes like this. "Take my sins, Lord Jesus. Take my sins away. Thank You, Lord, for forgiving me. Now I know that I'll always be free. So let's root root root for the Savior, for He has done it all. For it's one, two, three strikes you're out, Satan takes a fall." And when Jesus Christ died on the cross for you and I, he did away with sin and death. The Bible says that all those who believe in the Lord Jesus Christ, shall be saved. And so you can take these songs and you can integrate God's word, you can share the gospel, you can share different things with them as you sing these songs. And forgive me for forgetting that, but we go brain dead sometimes, don't we. Okay. You guys sit back down. But so, anyway, we will usually go through about three to five different songs after our prayer times. And it's a good time to do it after prayer, because what happens is the kids are usually, they're starting to be a little antsy, they want to stretch out, that gives them an opportunity to stretch out a little bit, and exert a little bit of energy before your Bible story. Okay, so, now that we've gotten that over. I knew I'd gotten over a little short. But anyway, if you have any other questions now, let's finish off with some questions and we'll go on our break. Anybody have any questions about the class itself?

Male: Do you ever run into a time situation where you either have excess time on your hands or you are running out of time? How do you keep your timing correct?

John: Well, that happens by doing it. Observing right now, as a teacher going into a class, observing is going to help you the most to kind of distinguish what your time frame is, the first thing that you're going to do. Because just going into a class, never observing or anything, it would be hard to set up a time frame because you don't know. And so for myself, I don't really have a set time, as far as I've got five minutes for this and ten minutes for that. I just kind of go along into each situation. I put my Bible story in a place that I know that it won't get inhibited by anything. So I put that right in the middle of my class, and I leave enough time afterwards to do our review time, our review game, or if we have a craft I'll put that at the end of class.

Male: So you have back-up materials.

John: Yeah.

Male: But making sure that Bible study is free.

John: Right. I always make sure that that is in the middle of my class somewhere. Now sometimes it will end up more towards the end, depending on what the Lord's doing in the class. Like I said, you know, we need to be sensitive to whatever the Spirit is doing in the class, but you always want to make sure that they're getting the Word, too, you know. That's a good question.

Female: How do you use your helpers?

John: How do I use my helpers? My wife, being one of the helpers, they pretty much will deal with the children while I'm teaching. As far as if we have maybe a situation going on with the kids where maybe I've got two or three kids that are kind of acting up, they'll go over and sit with them. Or if I have bathroom runs, they'll take them for the bathroom run. Or if by chance, something happens where I'm drawn away, like say we're in the midst of singing or something, and we have a situation where I need to talk with a child to bring them aside, they'll step in and do worship for us or prayer time. So they're pretty much there to do almost everything, and I don't usually use them for the teaching portion only because that's just kind of where the Lord has it, as far as our class goes. Anybody else have any other questions?

Male: Oh, yeah. Where do you get the material for the songs? I've never heard of these songs before.

John: The songs that I shared tonight were actually songs that I have gotten from other teachers that I'd heard, and had them write them down for me. There are a lot of songs, and if you look in the back of your booklet on the audio/visual, there are some song sheets back there. And so you can pick up a lot of those there. Or on different cassette tapes, like children's tapes, have a lot of fun songs you can listen to and pick them out and sing them with the kids. Okay. Anything else? Okay, well, if there's nothing else, you guys can go ahead and take a break, and be back here at 8:00 o'clock.