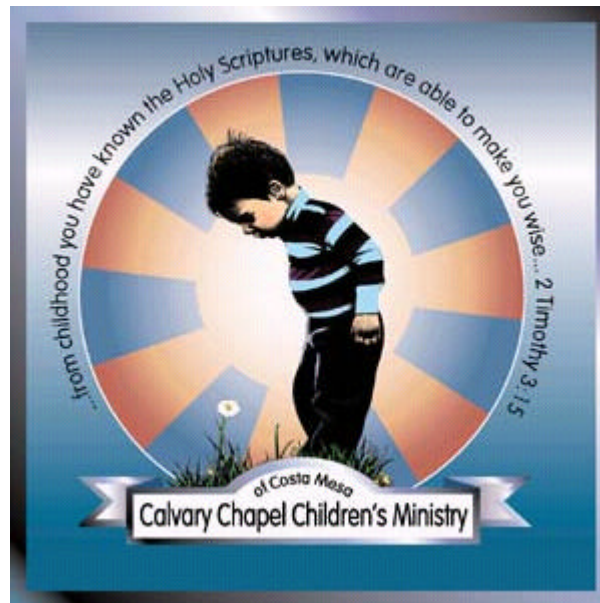

CALVARY CHAPEL CHILDREN'S MINISTRY TRAINING COURSE



WEEK 5

USING THE CURRICULUM, SCRIPTURE MEMORIZATION, LESSON PREPARATION

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GAIL STACY

Using The Curriculum

Okay. We're going to take a look now at the curriculum. Using the curriculum Lesson 305 that you've got in your training manual, that is dealing with the seven churches, Revelation 1:20 through 3:22, and we're going to kind of get an idea of how this could be used in class. Again, we have talked about, already, how many different ways and options there are to use the curriculum. The curriculum has been designed so you have the freedom to let the Spirit lead you and guide you. So it's important for you to realize that there's not one set way. And we're going to take a look now at some possibilities and some ways that you can do that. So keep that in mind.

So take that out of your notebook, or turn to that in your notebook and we'll look at that, at this point in time. We're going to look, also, at the word search that goes along with that study, and if you notice at the bottom of the pages, there are little numbers. We've talked about this, but I want to make sure you understand that there's a one slash two, and then there's a three slash six, and those are regarding the age levels that these would be used on. So remember that the one slash two is primarily for a younger age, first and second grade, although if you wanted to, you could use it in a third grade, depending on the level of teaching that's going on. And the three slash six is for the upper age, third grade through sixth grade. And so we're going to look at the one slash two word search, that you find there in your notebook. We've gone over, already, how to structure your class, and we've taken some time to look at that. I want you now to see how we would possibly use this word search in that time, the introduction time, when the students are coming into the classroom, and you're still waiting for everyone to arrive. So as we look at that, you have your word search there with you, the seven churches.

Using the word search, it's a good opportunity at the beginning of the class to introduce your lesson. It's not for the purpose of you just sitting there and having the kids fill that page out and look for letters and look for words, but it's a time when you introduce to the students what you're going to be covering in your Bible study. If you look on that word search, you'll see that the different words that are there pertaining to the lesson, that they're going to be looking for, Jesus, churches, Revelation, repent and many words, that as they're looking to find, you can be involved with asking the students, "Well, what's the word repent really mean?" And you could have discussion going on as they're looking for this, as the students are coming in. So it's not a time to waste. It's not a time just to get the kids out of the way, but it's a time to immediately start in with introducing what you're going to be talking about. There are many ways to do it but primarily what you need to keep in focus, is it's not just an exercise that the student does and you go and do something else, it's something that you need to become involved with, it's something

that you need, yourself, to prepare for. Some of the ways that you would be using it, you are going to need to have done it. If you haven't found the word, then you can't apply some of the principles I'll share with you right now when you are trying to encourage the students of your class to use it. So, first and foremost before you get to class during the week, you need to have filled it out and found those words, found where Spirit was, found where Pergamos was, found where seven was, so that then you can start doing things with the class and you can start encouraging them. There may be students that are having a hard time, and if you know where the words are as you walk through the class at the introduction part, you can just point to one and say, "You know, I'll bet you'll find this word down here in this last sentence, this last line." And then they find it and they're all encouraged and they want to do more. But if you hadn't prepared and hadn't found that word yourself, you wouldn't be able to encourage them.

So some of the ways that you can do it, is you can break the class in half even. You can have boys and girls, or the left side and the right side or however you choose to do it. Then you can make teams and say, "Okay. The first team that comes up with the first four words that you want them to find, they win and in kind of competition style teaching. One thing that we really stress is that you don't leave the kids out who didn't win if there are rewards. That's really important to remember. And the way that I think is very positive, is if you're going to give a class treat, graham crackers or something like that, all you need to do to the winner is say, "Hey, when we give the treats out, you get two instead of one." That way the other students still get their treat, still get their snack and they don't feel left out. But if you just, you know, let the winner get something, then it really lets the rest of the class down. So that's important to remember. You may do a method of just saying, "Okay, you've got five minutes and we're going to see at the end of the five minutes how many words you found, who found the most words." That's one way the kids really like to do it. Or you concentrate on one word, just one word, until they find it. And then when they find it, say it's something... stars or Spirit, really it doesn't matter, lamp stands. If it's lamp stands, then you can take some time and talk about that. "What's a lamp stand?" "What is it referring to in this lesson?" So you're starting already getting them to think about the Bible study that you're going to be addressing down the road in the class, and so it's really an important time to establish the word that you're going to studying. You can educate and teach through the word searches. Don't just hand them out. Use this as an opportunity, as we've talked before, in some of the classes to repeat yourself as many ways as you possibly can. It's really a great way to introduce and develop the lesson that you're about to do. It's important that you need to do it yourself and understand that. Another thing that it really does for you, is it allows you to have control and it allows you to have order in the class when the students are arriving. They're at their desk, they're doing things, and it's very pleasing to the parents to see something like that take place, so that's important for you to understand

when you are doing these word searches. Don't just throw them on the desk and say, "Okay, students, do it", but be actively a part of it. Use it to guide the students in to what you're going to be sharing when it comes time to do the Bible study. There are many ways that you can do it. You can blow up the word search, you can put it on an overhead. As you see behind me, we've got one blown up, and you can take and circle where some of the words are. Right here it says Spirit. So the whole class gets to see what you're doing and it helps those that haven't found that at this point to be able to find it or you can say, "Well, let's look in the left hand top corner. Let's see if we can find the word up there." So there are many ways that you can use this, but the whole point is the educating towards the Bible study that you're trying to present right after this point in time, so important information. This is just one way that you can use the word search, or different possible ways, but see the importance of it. It's just not paper for the kids to fill out.

The next step that I would go to, if I was involved in teaching a class using the curriculum, is I'd move to the memory verse. The memory verse is a foundational place in the lesson. It's a place where you can establish some direction that you're headed. As you remember in the learning levels section, we were talking about the level of learning, and that's that level of memory. That's the level of time when you are establishing a foundation, and then from there, you were able to move in to the meaning behind it, how it applies to their life and so on, in regards to that. The memory verse is important, it's a good place to start establishing where you're headed. Now, we'll be talking about this, in a few minutes more fully, and get more involved with that. But now, I want to show you a video on how to use activities to memorize. I want you to see that you can have your class memorize scripture together. It's not only fun, but they all can remember at the same time, so that, again, you take another step towards what you're trying to teach on.

We had a seminar and Gail Stacy showed many different ways... many different techniques, many different activities, for how you could use to memorize scripture for the class, and it's an important video. The kids love these methods. They love to do it these ways, and so I want you to pay close attention to it. I would advise you to take notes because she has done this and it's going to be spoken to you. She's going to train you in relationship to a person that's experienced in this. And she's going to give you some really minor details of important things to do, and you can overlook them, so please pay attention and listen, and be ready to take notes on this video. It's well worth your time and effort to do so. It will be very beneficial to your classes. So let's go ahead and do that now.

Scripture Memorization

Gail: My name is Gail Stacy, and I teach here. I teach first grade Sunday School at Calvary Chapel, in Costa Mesa. And we're going to play a memory verse game this morning. This is a balloon seminar. We're going to play a balloon game and some other games that we use in our Sunday School class to help kids learn the memory verses. So you are going to be my class today. I'm going to ask for everybody to volunteer very soon. The first game we're going to start with, is the balloon game. What I'm usually doing when the class arrives, is I have my handy dandy little balloon pump. Well, we used to blow them up until I found these, and we just use these pumps to blow up the balloons. While the kids are arriving I'm usually sitting over there blowing up the balloons. The kids when they come, they're all excited, "What are we going to do today?" So that kind of generates the initial excitement. I usually blow up the balloons first and I go ahead and write the words on the balloons, and then normally, I just kind of scatter them on the floor below where I'm going to tape them. I end up taping the balloons up to the wall. You can tape the balloons to a wall, to the white board, you know, whatever your classroom allows you to do. Before we actually start, I'm going to try to give you some helpful hints that I've come up with over the years of doing it. The tape that I find works best on almost every surface that I've ever tried is just packing tape, the clear, wide packing tape. And I've tried Scotch tape before and masking tape and they normally stick for a while, and then while you're saying the verse, it falls down. The kids think that's really funny and it's okay for a little while but once three or four of them starts falling down, you've kind of lost the whole rhythm of the game here. So what we do, I usually plan all these games from setup to go about half an hour each. So I set, we set aside a half an hour of class time to play memory verse. So when I'm ready for the game, I ask for volunteers for the balloon game. So what we normally have in our classroom is about 30 kids. I try to have about 15 balloons, 15 words, numbers from the memory verse, if I'm going to have the kids pick the balloons up. Fifteen words, for the first graders and the younger ages, I don't want to really have more than that. So I usually have about 15... you can put more than one word on a balloon if you want to. One or two words are fine. Then when the kids... they each have a turn... if you have 30 kids, let 15 kids take turns putting one balloon up at a time, that gives 15 kids a turn. Then after we've had enough there, we've learned it and we start popping the balloons. So another 15 of the children get to pop the balloons so that way everybody

gets a turn. Say you have 31 kids and one of your children is not going to get a turn because there's not quite enough balloons, to prevent that from happening you can add extra things. You can make extra balloons with a colon, a comma, or a period or a picture drawn on it just so there's only one or two children who don't get a turn. So you kind of stretch it out, because they all want a turn when you're working with the balloons. So, what I'm going to start with, we're ready to play our game, we're going to learn a memory verse today and I just kind of get to tape all this stuff here. I'd just like a volunteer and I need everyone to volunteer. I would like a volunteer to come up and find the first word of our memory verse and the first word is "He". So who can come up and find the word He? Can you? Are you Keith? Okay, come on up, Keith. And is "He" all the way over here? We're going to use just a lot of balloons here right now. Now, according to your class size... I'm going to also show you, for the older children... sometimes if it's a longer verse I really want to use, and say there's more fifteen balloons, or maybe I'm running short on time, sometimes I'll go ahead and put the balloons up. If you put the balloons up, be sure to place them low enough, where the children are going to be able to reach them and pop them. Otherwise, we're going to let the kids pick them up, at their level, so I'm going to... I'm going to put this tape up here, and if you could stick this balloon so the word is showing right on that tape. Right. Okay, everybody say... what's the word he put up?

Class: He.

Gail: Right. And then I need another volunteer. Come on up. Both of you boys can come up. Why don't both you boys come up. I'm going to put... all right our next group... if you can put that to a word facing this way, or can you read it back... I'll help you just a little bit... all right! What word did he put up?

Class: Will.

Gail: Yeah. Here you go. Are you ready? Hold it out. I always try to remind them to put the balloon up with the word showing. Wow, you're tall. What is this word?

Class: Heal.

Gail: Okay, let's see all the words we have so far. Ready? Begin.

Class: He will heal.

Gail: Very good. Another thing I also do, especially when the children are putting up the balloons for you, I always have an extra balloon, at least one extra, because if they've got it turned the wrong way when they put it up, when you pull this off of there, almost always will pop. So rather than have to stop your game, blow up another balloon, if you have a couple

extras. It's much easier. Let's see. Who else would like to come up next? Okay, come on up. It's a good thing I have an extra balloon here. Oh, here it is. Oh, I found it. This is our last word. You want to help? All right. And I have a piece of tape already cut and I usually... I find the edges of the tables are the best. If you have a chalk tray, that works good. That way they're already to go. And this is right here. For a while, I put the tape on the back of the balloons. That works too. And then let the children put them up. But, then you kind of lose your control or where they're placed. So this way, every once in a while, you risk having it turn the wrong way, but at least you'd have a little bit more control. You can put that one right up there. Yeah. All right.

Class: (Clapping)

Gail: What word is this?

Class: the

Gail: Okay, let's see. Let's read it together, and say the word that I point to. Don't go ahead. Some of the kids like to... they can read real good and some of them can't. The one's that are good readers want to just zip right through that verse. So I just tell them "let's stay together." Ready? Begin.

Class: He will heal the...

Gail: What is he going to heal? Who do you think? Who else wants to come up? Wow, you did a good job. I'm glad you're coming up. Now it's much easier to get kids to volunteer and do this...

Class: (Laughter)

Gail: Wow. This is a long one. You can use all different shapes and forms and we're going to put this here. See if you can reach that one. Right. Right. What... this is a really long word. What is it? Everybody say it.

Class: Brokenhearted.

Gail: Alright, we got that to stay there. All right. I need another volunteer here to come up and put our next balloon up, maybe even two volunteers this time. Do we have two volunteers? Oh right here, all right. All right now, we're going to be popping these balloons later, but right now, we're going to stick them up. What's this word?

Class: And... Bind

Gail: When you put that up, make sure the word is facing your class. Very good. When you put your balloons up, make sure the words are facing out. Wow. You know what? I think we better say this verse again. See if you guys can do it. Are you ready? Are you ready?

Class: Yes.

Speaker: Okay, again.

Class: He will heal the brokenhearted and bind

- Gail: Well, we better have the next word. See what's next. Who else would like to help me? All right. What word is that?
- Class: Up... Their
- Gail: Great. Now I try to say it after every balloon's hung up. I'm not doing that this morning. Usually we'll say it after every single balloon goes up. We say it as a verse. Again, and again, and again. And... so far, you said that there's four, five, six, seven, eight times so far. Now we have another word to go up. Who else would like to come up? Let's see some more volunteers. If you find your class is running out of time, you can take two at a time, to kind of pick things up. Did you want to volunteer?
- Male: Sure.
- Gail: Come on up. Let's go over here. There you go. Can you read that?
- Male: Their.
- Gail: Their.
- Female: Their.
- Gail: You can read it. You did a good job, didn't you? Now you can put the balloon here. All right, you put it with the words facing out and everything. Good job. Okay, let's say it again, because we have a lot of words up here. Ready? Begin.
- Class: He will heal the brokenhearted and bind up their wounds.
- Gail: What Book in the Bible do you think this is in?
- Class: Psalm
- Gail: Okay. Who would like to put the word Psalm up on the board? Here we go. Everybody say this word.
- Male: Whoa.
- Gail: See, that's good. And I also have extra pieces of tape too. Hey, good. There may be something wrong. Sometimes you have to use a couple of pieces. What's this word again?
- Class: Psalm.
- Gail: And we're looking for a number. Just underneath it, they're running away from it. Okay? Let's have three volunteers come up. All right. Mom's going to come up this time. What number is this that she's going to put up?
- Class: 147..
- Gail: Wow, very good. That's a big number. Nathan, can you put that up there? All right, let's just say this part.
- Class: Psalm 147.
- Gail: Very good. And then, if I need any extra turns, I have little colon, that goes in between here. And we've got one more balloon. Who wants to put the last balloon up? Do you want to? What was this number again?

Class: 147.
Gail: Okay. Ready? Be real careful to make that three can be seen. Good job, what number is it?
Class? 3.
Gail: Right. Wow. You think you can say the whole thing together?
Class: Yes.
Gail: Ready? Wait a minute. You think you can say the whole verse?
Class: Yeah.
Gail: Ready? Begin.
Class: He will heal the brokenhearted and find out their wounds. Psalm 147:3.
Gail: Yes, you can say verses. Let's see. I am looking for...
Female: Popcorn?
Gail: ... what we use to pop the balloons in our class is a little push pin like these on the bulletin board. And you give the kids something, you know... pretty good to hold on to, and it works fine. You can use the pencil or something, but then you risk kind of marking on the wall. So this really works best for our class. Yes?
Male: You know, with kindergarten, what we do, we'll take a pin like that, stick it on to the end of a yard stick, and it gives them a little distance from the balloon.
Gail: Great idea.
Male: Some of the kids are afraid to pop, but if they have the yard stick...
Gail: Exactly. Take a pin like this, put it at the end of a yard stick, and you mentioned that younger children are fearful you know, they don't have to get close to it, that's a great idea. Okay. Now, we are going to ask someone to come up and pop one of our balloons, any balloon you want, any number or a symbol. And I think we can say it with that balloon missing. Yeah. Here we come. Now what do you think she's going to pick? Very good, that's a good pop. What was here?
Class: And
Gail: And. Okay. Let's try saying it... can you say it with that one balloon missing? Can you remember?
Class: Yeah.
Gail: Let's try it. Ready? Begin.
Class: He will heal the brokenhearted and bind out their wounds. Psalm 147:3.
Gail: Good job. Oh we got lots of volunteers now. Any balloon, word, number, whatever you want. That was the longest word in the whole memory verse....
Male: All right.
Gail: ... can you remember that?

Class: Brokenhearted.
Gail: Okay, what was this one?
Class: And.
Gail: Very good. Let's try saying it again. I'm going to keep listening and see if you can say those words. Ready? Begin.
Class: He will heal the brokenhearted and bind up their wounds. Psalm 147:3.
Gail: Very good. Come on up. I wonder what she's going to pop. Boy the pop's getting bigger and bigger. It was wounded... oh, what was this word?
Class: Wounds.
Gail: Can you remember that?
Class: Yeah.
Gail: Okay, what is it?
Class: Wounds.
Gail: What was this one?
Class: Brokenhearted.
Gail: Very good. And then we'll say the verse again. Let's check... why don't all three of you with your hands up, come on up. We'll go ahead and pop three balloons. Again, if you're running towards the end of your class time, you know, you can kind of do two or three turns at a time... I don't like to do more than three, but... for today, we'll pop a few. You pick one. Wow, what word was that?
Class: Heal.
Gail: What was it?
Class: Heal.
Gail: And what was this one?
Class: Wounds.
Gail: Ah, what was it?
Class: Wounds.
Gail: It was a little tough on that one. Okay. Which balloon are you going to pop? Whoa. What word was this?
Class: Their.
Gail: Ask what word it was every time they pop.
Class: Oooh.
Gail: That's good. What was this?
Class: Psalm.
Gail: That's the Book in the Bible, this verse is found in, very good. Oh, we've got a lot of balloon's missing, can you say it? We have to say it. I don't know if we should pop anymore cause maybe you won't remember.
Class: No!
Gail: You can remember?

Class: Yeah.

Gail: Well, I'm going to listen real close. If you can remember all the balloons that are gone, we'll pop some more. Ready? Begin.

Class: He will heal the brokenhearted and bind up their wounds. Psalm 147:3.

Gail: That was great. Okay, let's do three more again. All three of you stand up. Come on, come on. Stand up. Wow, that was wonderful. What word was that that she popped?

Class: Will.

Gail: You guys are good. Oh, what's she getting? What word did she pop?

Class: Bind.

Gail: Bind, very good. Whoa, that was a little pop. Great big number, little pop. What was this number again?

Class: 147.

Gail: That was a little pop.

Male : Whoa.

Gail: Okay, must be brokenhearted, and, what was this word?

Class: Heart.

Gail: Heart. Yeah. We only have four balloons left. Can you say it?

Class: Yes.

Gail: Do you want to pop some more balloons?

Class: Yeah.

Gail: I don't know. If you guys can say it, we'll pop some more. Okay. I'm going to be listening very closely. Ready? Begin.

Class: He will heal the brokenhearted and bind up their wounds. Psalm 147:3.

Gail: That's so great! Coming back, Katie? Come on. And again, I wouldn't... in this class it wouldn't be more than two at a time, but for today's purposes, we'll go ahead and do the four turns here. What is she going to pop this time? Oooh, what word was that?

Class: He.

Gail: That was the first word in the verse. How we going to remember how to get started? Can you remember that?

Class: Yeah.

Gail: He. Again. Cause, I don't know. Whoa. That was a big balloon and kind of a small pop. Ready?

Female: Oooh, we caught it.

Gail: Go ahead and pop one. Very good. Oh, the balloons are all gone. Are you going to be able to say it now?

Class: Yeah.

Gail: Oh, probably not. Can you say it?

Class: Yeah.

- Gail: I'm not convinced yet. Maybe a little more...
- Class: Yeah.
- Gail: What was the first word again?
- Class: He
- Gail: And what was... tell me what the numbers were again?
- Class: 147:3.
- Gail: I tried to really key in on reminding what the first word is and what the numbers are, cause they seem to be the hardest. So I try to review those as we go through the popping. What word did they pop and what was the number again? What word did they pop? What was that first word again? So they can always get started. You got to remember how to begin, and to end with the numbers. So, are you ready? Let's try again, one more time through. Ready? Begin.
- Class: He will heal the brokenhearted and bind up their wounds. Psalm 147:3.
- Gail: Oooh, yeah, (clapping). And then read it at the end of our class and then... if the parents haven't started coming yet, then we give them an opportunity to say the verse by themselves. You know, would you like to say the verse by yourself and they start raising their hands. They like to do that very much. So back to the balloon game and... it's not the time. Any questions? You know, that's when we can use that space of time and relate it to stories or play games, the words, you know, all kinds of things. So, it really worked out great. I've also used this before. What we do, if I write the word, each word in your memory verse on a piece of construction paper, you can put it on... tape it on the wall. If you have a chalk tray or a bright board tray that's long enough, you could take and stand them up in the tray, in the front of the tray. Or if you have a long cabinet or table or something, you can just stand them up on the table, on top, and have the verse spread out. Anyway you can think of. But they need to be on pieces of paper and what we're going to do is take away one piece of paper at a time and put it in our surprise box. You can use different sizes of paper. Again, I've done this box with the smaller pieces of paper. When you make your box, please keep in mind that hands need to go in here and they can drop the papers in. Later we're going to take the papers out and reconstruct the verse. So you have to make the hole big enough so the hands can get in there and pull out each of the words to the memory verse. So we're going to use this box today and we're going to say this verse all together now. After we say this verse, I'm going to call on a volunteer to come up and take one word down and put it in our box. So, let's say it together. Ready? Begin.
- Class: Whenever I am afraid, I will trust in you. Psalm 56:3.

Gail: Good job. Who would like to come up and take one word down? It seems like part of the scene, to give you an idea. How about you? You had your hand up first. You can take any word or number down. Oh, good job. Now, before you put it in the box, I ask them or I do it, to fold the tape over the top, so that it doesn't stick to the other papers when they're together. So you take it up, fold the tape over, we'll get more tape when we're ready to put it back together. What word did he take?

Class: Whenever.

Gail: The first word. How are we ever going to remember how to start saying the verse? What's it again?

Class: Whenever.

Gail: You have to help me remember, because I always forget, and that's really true. How about you? Do you want to come up and pick a word? We'll pick one more word and then we're going to say the verse. Oooh, what word was there?

Class: Afraid.

Gail: Try to remind them to fold the tape over. Okay. Let's say it with those two words missing. Can you say it? Ready? Begin.

Class: Whenever I am afraid, I will trust in you. Psalm 56:3.

Gail: We would keep going on and on until each word is off the wall, in the box and we've said the verse with the words completely gone from the wall, the chalk tray, table, where ever you tried to set up. So pretend that all the words are off, and we've got this verse memorized. What we want to do now, is put the verse back together. So let's see if we can. I'm going to ask for a volunteer to come up and take one of these words out, and see if you can find the place where it might go back on the board. Now when all the words are off, it's going to be hard. If they pick a word that's kind of in the middle, it's going to be hard to know exactly where to tape it. But we're going to put the words around it, we might have to scoot it around a little bit when other words come out that's good. This is one reason why if you have something to put them on, a table or tray, it really does work a little bit better. It's easier to manipulate the pieces of paper, because you could scoot them over here and there. It'll be easier. Oh, one more thing. Sometimes you can get real creative and make the words on pieces of paper that relate to your story. You know, this is for Noah's ark, that we did the work on arks. See? You can kind of do whatever you want. You can get real creative. Again, if you want to have every child have a turn, maybe you're just one or two short, you could draw a picture, you could put commas and periods on separate pieces of construction paper just like the words. So, I need a volunteer. One of you girls come up. I would like

you to reach down in here and pull out one word from our memory verse. Now, I'm going to give you a new piece of scotch tape, and you'll be putting it up on the word board and taping it. Get another piece of tape out and tape it up. Can you read that? All right, good job! Okay, let's try saying it, after he put it up there. Ready? Begin.

Class: Whenever I am afraid, I will trust in you. Psalm 56.:3

Gail: And again, this is a great example, when you're taping them up, for the children, before they get there, be sure to tape them low enough where they can reach them. Do you want to reach in here and pick a word, and see where it goes? And if they can't figure it out, we'll help them. Sometimes it's really hard, you know. So we might have the class say "Help us find out where it goes, because we can't really tell." See, very good and that's good enough. Wow, this is such a good verse. Let's try saying one more time. All the words are back up. We put it back together. Ready? Begin.

Class: Whenever I am afraid, I will trust in you. Psalm 56:3.

Gail: So that's a fun one, and they like that one. Another thing you can do, if you look over here, it's just the same method with another variation. You can think of all kinds of variations, I'm just giving you a couple of ideas. Put the verses on stuffed animals. Not the word. Now on this one, I combined words so that the verse would fit on the number of stuffed animals that I had. The younger children really like this a lot. You can ask your class, or maybe send a letter up that says, "We're going to do our memory verse with stuffed animals next week. If you would like to bring one stuffed animal, your favorite, then maybe we can use it in our memory verse game". So, they can bring stuffed animals. The way I do it, I take the paper hole punch and just punch a hole the top of the paper with the word on it, just get a piece of ribbon and I tie it around the stuffed animal. That way you're no, hurting the stuffed animal in any way. For the stuffed animal, it's ideal if you have a wall for them to lean up against. That isn't always possible. The last time I did this game, I didn't have, and so it's hard, some of it, it's not going to work. So some of the things I put props behind them to hold them up, that they could lean against. Or I took some of that packing tape, and I put a piece of tape right around here, our little bear, taped his hands to it, and he sat up just fine. So you're going to have to get creative and just... you probably didn't expect that when you do the game, because if you don't have a nice long wall, table, or cabinet, you're going to have to deal with that, so I would always think. You could always have kids hold the stuffed animals in the front of the class, but if you have fifteen or twenty kids standing up, who's going to be out there to read the

words? I don't think that will work. So you really need to have a back for them to work. So the stuffed animals are in here, and maybe you ask the kids to bring some from home. Always bring just enough, just in case they didn't bring one, or they weren't there last week, or you have different kids each week. Whatever, have enough stuffed animals to do the game yourself, but if they bring theirs, that's great. You say the verse all together exactly the same way we've done the balloons. I usually ask a child to take a stuffed animal and kind of sit at their desk with them. So they come and pick up a stuffed animal and take it back to their desk, and they take care of this little baby here, while we say the verse without it. So we say the verse without all the animals, repeat the whole thing, and then if there's time, then you try and reconstruct the verses back together, just like we did with box. You can reconstruct it. Another idea, if you're thinking about missionaries and you want to do a food drive, you can tape the words to the can goods. Have the kids bring can goods for the missionaries, then after your memory verse is over, you could make a donation to whatever project your church is involved in. Mexico ministry, or the homeless, whatever. They can bring food for that. That gives you some ideas to start with and just kind of let the Lord work on your heart and let your imagination go and it's really been a blessing.

Lesson Preparation

Pastor Larry: That gives you a real good idea of a neat way to memorize scripture. She gave a lot of ideas, and it is really fun to do. The kids enjoy it. You cannot really have the perspective of how loud that really was when those balloons pop, it's loud. And when it popped and it's loud, the kids love it. It's like, "Noise, yeah, this is good", and to watch and memorize so quickly and so easily, you can make it more elaborate or less elaborate. One thing that I want to go over again that she was talking about, is you don't need to use balloons. You can just use lines and put the words in on the board in that order and erase those. That's a real quick mobile kind of thing. It doesn't take the preparation to do it. Speaking of preparing, again as we were talking about the word search, having to be ready for it, you also, if you're going to do the memorization in this method or any other method, you need to be ready for it. If you plan on coming to class and preparing for it in any respect, there can be a problem. Now with the balloons, what does take place many times, we didn't cover that part on the video, but there's a little pump you can buy for a few dollars, that pumps the balloons up and you can have the kids help you pump the balloons up, in certain ages and they can be doing that as they're coming into class, and blow up fifteen balloons real quick and tie them and you can write the word on it. Usually the assistant will do that because it takes time. So you need to understand that there is preparation that goes on. She didn't just walk in to a seminar or to a class of hers, and all of a sudden she's ready. It takes time to prepare for these things and so that's not something that you necessarily want to do every week. You know, maybe once a month, maybe every six weeks to keep the newness of it. But it's definitely a good way to help the kids memorize. So now, moving in, they've got an idea from the word search, the different words that they're going to be covering in the Bible study. I already established that in the opening. Now they've got the memorization down of the scripture that may be talked about, may be studied more in depth, not necessarily, but that still is the possibility. And then you go to the part where you want to look at the word, and what we've been talking, about up to this point was something we looked at in another session, but the first, we're talking about the greeting, the introduction, which would be the word search there. Here it's got prayer time and worship time, but now what we're going to look at is this section of what's up here on the overhead and that's the Bible study time. We've started laying some foundations in class for the purpose of moving into the Bible study time. Now there's

something that's very, very important for us to understand because we're spending a lot of time on curriculum. You can get this idea, and we've talked about this, but I think it's important to say it again. You can get this idea that this curriculum is the answer. It's not. And we've said it before and I'm going to say it again, this is the answer right here. And we want to use the curriculum to support what's going on right here. And if your attention is so heavily on the curriculum, you're missing the point. It needs to be heavy on the word of God. And what we've tried to design the curriculum to do, is to be able to allow the kids at their age level to slow down and to take a look at what's here, what's written here in God's word. So that's important to understand. All these things can be used in a different way than we've shared in this session. That's important to understand. We don't want unnecessarily to have a certain pattern for every class, because we have many classes. We have a lot of options and it's great when you have three or four classes per age. The personalities of each of those teachers can be different, and will minister to those kids in a different way. And so we're able to minister to most any kid because there's so many variations of how it's going on. You will not go into one class and it will be identical to the next and the next and the next. What needs to be identical in each class, is that the word of God is being studied. And that's so important to understand and not to forget. And so what we would do at this point in time, we may pray and open up... in the Bible study time and ask everyone, "Okay pull your Bible's out. We're going to take a look at the Bible and whatever the scriptures are that we're going to be studying for that week, and this particular week it's Revelation, on the top of your Bible study sheet of the curriculum page, Revelation 1:20 through 3:22. That's a lot to cover in a class, but we're going to look at that, and we're going to examine some important truth in this Book of Revelation". And so you would start out this way, and I'm going to come in and out of actually doing the teaching in a class and trying to explain to you, so you just have to follow with me. One minute we may be doing exactly what we would do in class and next I'll be explaining to you some things. But what I would probably start off with and like I said, there are so many ways and we're going to cover some different options as we get going with this course. There are so many options to choose to go in direction of study. What we're going to do though at this point, is I've already handed out seven portions of scripture to some of you and I want you to go through and I'll tell you in order when and when to share. But I'd be asking the class at this point, "Okay class, we have seven portions of scriptures that we need to look at." And

what that is, is all the way through this whole big piece of scripture. I most likely wouldn't necessarily myself read it, although I could. I don't necessarily have a student read it all, although I could, but breaking it up into different people reading it is the best way to do it. You'll always have volunteers. There will always be people willing. I want to underline and stress this. Don't force anybody to do read. This is not the place to do that. We're studying the word of God, it's a Bible study, we're not in English class trying to make everybody able to read. So take volunteers, and for some reason, if there's only five that volunteer and you need seven, say "Well, if there's nobody else, I can read one or would somebody like to read two or..." You can get enough. Most of the time though, you don't have that as an issue, so it's important for you to understand. What I want to do at this point, is go ahead and we'll just start off with number one on those sheets of paper I handed out to you that we're going to be reading, go ahead and do number one and when number one's done, go to number two, and so forth. So let's go ahead and do that. Whoever's got scripture number one which is Revelation... what is that? One?

Male: 1:20 through 2:7.

Pastor Larry: Okay, go ahead and read that.

Male: "The mystery of the seven stars, which you saw in my right hand, and the seven golden lampstands, the seven stars of the angels of the seven churches and the seven lampstands that you saw are the seven churches. To the angel of the church of Ephesus write: 'These things says he who holds the seven stars in his right hand, who walks in the midst of the seven golden lampstands. I know your works, your labor, your patience, and that you cannot bear those who are evil and you have tested those who say they are apostles and they are not, and you have found them liars; and you have persevered and you have patience and have labored for my name sake, and have not become wary. Nevertheless, I have this against you, that should have left your first love. Remember therefore from where you have fallen, repent and do the first works or else I will come to you quickly and remove your lampstands from it's place, unless you repent. But this you have, that you hate the deeds of Nicolaitans, which I also. He who has an ear, let him hear what the Spirit says to the churches; To him that overcomes, I will give to eat of the tree of life, which is in the midst of the paradise of God.'"

Pastor Larry: Okay now, before we move on as I said we were going to do, depending on the direction you may be going in the Bible study, and I'm going to take at this point in time and go in a certain direction. I may be bringing out some important factors at this point in time, such as, who is writing

this? Who is the author to this? And so I want to go back and take a look in the portion of scriptures and it says, “He that holds the seven stars in his right hand who walks in the midst of the seven golden lampstands.” Now that’s who wrote this. That’s who is speaking this forth. Now keep that in mind class. And that may be the direction and we’ll move on to the next. So let’s move on to the next. Let’s go ahead and read Revelation 2:8 to 2:11.

Female: “And unto the angel of the church in Smyrna write: these things say the first and last, which was dead, and is alive. I know your works and tribulation and poverty (but you are rich) and I know the blasphemy of them which say they are Jews, and are not, but are the synagogue of Satan. Fear none of those things which you shall suffer. Behold, the devil shall cast some of you into prison, that you may be tried, and you shall have tribulation ten days. be thou faithful unto death, and I will give thee a crown of life. He that hath an ear, let him hear what the Spirit saith unto the churches; He that over cometh shall not be hurt of the second death.”

Pastor Larry: Okay class, now we were just talking about this portion of scripture. Who is the author to the church of Smyrna here? And it says here that these things says the first and the last, who was dead and who came to life. So that gives us some more understanding about the person who wrote this. So let’s go on to the next scripture.

Male 2: “And to the angel of the church in Pergamos write: These things says he with the sharp two edged sword. I know your works, and where you dwell, where Satan’s throne is; and you hold fast my name, and did not deny my faith, even in the days where Antipas was my faithful martyr, who was killed among you, where Satan dwells. But I have a few things against you, because you have those who hold the doctrine of Balaam, who taught Balak to put a stumbling block before the children of Israel, to eat things sacrificed to idols, and to commit sexual immoralities. Thus you also have them that hold the doctrine of the Nicolaitans, which thing I hate. Repent; or else I will come unto you quickly, and I will fight against them with the sword of my mouth. He who has an ear, let him hear what the Spirit says to the churches. To him that overcomes, I will give some manna to eat, and I will give him a white stone, and on the stone, a new name written which no one knows except him who receives it.”

Pastor Larry: Okay, good. Again, now who was the author of the letter to Pergamos? We’re told here in the twelfth verse that these things says he who has the sharp two edged sword. Now, you are reading a lot of scripture here, and you can at some point in time... the kids are going to start wandering... so there is a point in time where you have to recognize that, and give them a

challenge. And so the challenge would come as this, and I am going to show you on here. This is the page blown up. “Class, what I want you to do now, up to this point, is go and underline the name of each of the churches that we’ve read about already.” And so all you are doing is keeping them involved, and here it says, ... where is it here? Ephesus, okay. There’s one, Smyrna. All right, there’s one, Pergamos. So those are the churches that we’ve talked about so far. Again, that’s what we want the curriculum used for. To keep them focused. To keep their attention, because they’re going to kind of be moving. Now they’ve got a project in their mind and probably a third of them are already going to go through the rest of them and start marking them on their page, just because they know, well their teacher’s probably going to ask them to do all of them. So that’s what they... that’s what you would do as you get going and you would just go ahead and have them go through and look at it. Thyatira, Sardis, Philadelphia, Laodicea, and that would cover it. So how many we have here class? We got one, two, three, four, five, six, seven. What are we doing? We’re talking about seven churches. And so we’re using the piece of paper that’s called curriculum to help them focus in on what the scripture has to say. And actually right now, I don’t think we’re going to have the rest of you read this off, because I think you’ve got a really good idea of what we’re talking about. We would then go through the rest of the scripture, doing the same thing, setting them up... first of all, that they’ve read all of it. They aren’t just jumping around, but they’ve read the entire amount of scriptures that we’re going to be looking at. And we’ve established the fact that there’s seven churches that were being talked about. And we’ve established the fact that there was an author. Someone that was talking to these churches and you could go back through and look at it. Thyatira, these things say the Son of God. You have any other description of who was the author that was talking about this. And to Sardis, these things says he who has seven spirits has the seven spirits of God. That’s in chapter 3 verse 1. And chapter 3 verse 7, the letter to the Philadelphia, these things says he who is holy. Oh, Son of God. He’s holy, and we’re starting to build a picture of someone. And they may not even be aware at this point. They may not be sure. Laodicea, that’s chapter 3 verse 14. These things say, the Amen, the faithful, the true witness, the beginning of the creation of God. And so now what I’ve got is the whole scripture covered to establish what we’re going to do and how we’re going to do it. And then from there, we start moving on into different aspects of... and in this approach, I’d be looking at Jesus Christ himself. There’s a lot of things that you can cover in scripture. I could take in this portion of

scripture and do it for a month easily. I mean more, but time doesn't allow many times, and so we want to give them an overview of what's going on. And so I may turn to the idea, specifically in the respect that Jesus was the author and Jesus was telling us about himself. And so we talk more in regards to that. We go back to, it's the same Jesus that was standing at the door knocking. Now here's where it starts tying in, if you had done with your class the three point study method, or if you did it at home... as you remember what we were doing, you now have a lot more information about just that one scripture itself, you have more than you can comprehend that you could actually use in class as your main thrust of the lesson, let alone go through everything that I'm showing you right now that you can go through. So you establish what you're doing, what you're reading, and then you go from there. Now if you wanted to say, not look at so much at once, or if you wanted to introduce that one week, then go back and start looking at some of the churches, you could do something like that. The way we've got it set up is again, as you're doing the Bible study, number one is true or false. It's only for the purpose, again of keeping them hooked in and you want to use that. So when you're read that first portion, you go back and the seven stars are the angels of the seven churches and the seven lampstands are the seven churches. And so you want to go back through and go "okay, what is that class?" And some... "well, I... I don't know... I... I"-- well, let's go back and read it, because they weren't paying attention or they weren't applying themselves. "Yes, it's true class" and so you have it circled and you have them circle it, and then you go on to the next one. Now if you look at some of the things we've got written when there's faults in the curriculum, there's only a little change. And many times they'll say true. And the reason we've done that is so they have to go back and really look at what's been said. So here on number two, Jesus said to John, "To the angel of the church of Ephesus write: I know your works, your labors, your patience, and in that, you cannot bear those who are evil, and I have nothing against you." Revelations 2:4. One word changed. And many times will change a number, which is very difficult to the six churches. So they got... well, yeah. Yeah. There was a lot of churches. That's true. And then you go up and you say, "unh-unh, that's false." And they go, "false, what? No way." Let's go back and read it. What that is doing, is helping them to concentrate, helping them to think through what you're trying to study, and that's all it is. But we're going back to the word of God. We're going back and looking at always the authority, and they get trained this way, because you go back and evaluate and examine what the word of God has

to say. And so they're building a pattern that is so important for us all to have. When somebody says something, well, let's go back and see what the word of God has to say. And so they're able to do that. Now if you, for whatever reason wanted to change the flow of what's going on, you may want to just look at one church. And you may want to pick out one, the church of Philadelphia. Class, let's take a look. And you read that portion of scripture and really examine that particular church. And you start looking at the aspect of who the author was and who wrote it and you would come and see that it is He, who is holy, it's He, who is true. And at that point, you could start considering the holiness of Jesus. The fact that he is truth. That can be so important for the children to understand. What is truth. And what in the world is this word holy? "Does that mean they got a lot of holes in his clothes?" And you can start looking closer at what that actually means. Now for the sake of and for the purpose of this class, I've pulled out a commentary from my shelf and looked at a section of scripture out of G. Campbell Morgan's commentary just to read through this, and I put this, what I'm going to be sharing with you, together really quick. And what I'm going to be sharing with you, I could spend a lot more time with it, but I just want to show you that it's not as involved as sometimes as we think it can be. Many times it is a lot simpler. But I'm going to read some things that I picked up out of the book and maybe go through a little bit and maybe explain it. He declared himself to be God, in this scripture, being holy and being true. Holiness is an essential attribute of deity. "Whoa, attribute. What's that teacher?" "Well class, an attribute is spoken of when you speak of God. Like we would speak of a characteristic of us." "Huh? I don't get it." And you're going through, and you're starting to explain some of these things. "Well let me explain it this way. You may love a little bit in your life." "Yeah, once in a while." "You may be kind once in a while." "Yeah." Okay, and you go through all the different things that they maybe in their character. Attribute is spoken of in regards to God because an attribute means that it's... when God is a God of love, that means everything that He does, has to be done from the perspective of love, not part of Him. His attribute is, He is love. So as we may love a little bit, God loves totally. But not only that, God is long suffering. Now we may suffer a little bit, but God is totally long suffering. Therefore, everything God does, He loves totally in the same sense He's long suffering totally. And the class is not starting to act like you're talking about eternity, because that's exactly what's going on. Your mind cannot comprehend how a person can be this way. Therefore, you can say, "And you're right, a person can't be this way. We're talking about God

now.” And you can talk about, that God is the great judge and everything He does will be done through these great attributes that will be truly holy, truly pure, truly of total truth love. And so now, all of a sudden you start going “and this guy called God is going to be judging? With this kind of judgment? Wow, maybe that’s why He tells us not to judge, because we don’t have a clue sometimes. Sometimes? We don’t have a clue ever. And God will judge righteously and you can start looking from that standpoint of God as you’re looking at just one church, the church of Philadelphia. There’s so many directions you can go. In the Old Testament, Jehovah refers to himself as the “Holy One”. That’s in Isaiah 40. On a number of occasions, He says, “I am the Holy One.” Peter testifies of Him as “The One who did no sin.” Holiness is what Christ is in Himself, in His essential character. That’s who is He is. Because He is holy, every word He’s ever spoken, everything He ever did, was perfect. And you start talking, and we’re just totally looking at God. We’re looking at Jesus Christ. John testifies that “in Him is no sin”, and Paul adds that “He knew no sin”. We’re talking totally perfect, holy, Jesus Christ. And so again, you’re just reiterating some things. Now, the Lord speaks of Himself also, that He is true. And for some kids, that’s going to be extremely important. I know for me as a youth, I felt like everybody was lying and deceiving and all of a sudden, somebody came and said, “You know, you can trust Jesus.” And I went, “Yeah, right.” And all of a sudden as time goes on, I started seeing that what he claimed was what he was, trustworthy. And I stand here today, many years later, saying “He has never once broken His word to me personally.” And He is trustworthy. So now we’re going to look at that and we’ll get, He is true. G. Campbell Morgan distinguishes between being holy and true. He says that as the Holy One, Christ, is right in character. As the true one, He is right in conduct. He could not be different in His actions from what He is in His attributes. This is important. When character is right, conduct will be right. In the world today, we’ve got it totally reversed. When character is right, our conduct will be right. Character is an issue, an important issue. So you could see how you would look at just one church and it doesn’t take as much time as it seems it would. You’re going to have feedback from the students, especially if you’re studying this particular book, and we’re just using this as an example. The book of Revelation is loved by the kids, because it’s relevant to their time. They read it in the newspaper. They read of the events taking place. You know when I used to read it, talking about a guy hanging on a horse and flying through the air, I used to think, “C’mon...” Well they see it in comics now and it’s relevant and they want to know.

We've got a first grade class going through it right now. A fifth grade class going through it, and many of the churches that are smaller that can do this, they have their entire ministry go through each book. And I know of a particular fellowship around here, that first through sixth grade went through the Book of Revelation together and it was awesome, because God promises a blessing for those who read it. And he blessed that Children's Ministry in ways that they couldn't even comprehend. Okay. Now I chose to go over the using of the curriculum the way we did, before we actually look at using the new curriculum page. So up here, we have using the new curriculum page, which in your chapter. It's there, and it kind of explains a little further in how you're going to use it, but it's the things that we've been talking about, the memory verse, true and false, circling the correct word, fill in the blank. There are some things I want to bring to your attention, though. When you come to, and here is the actual curriculum itself, fill in the blank, or true and false, or whatever it may be, if it's a multiple choice, we want you to do one at a time, so as class, you do number one. You stay together, you encourage the class. Do not move on, because what starts happening with the curriculum, is people start using this like some kind of a test and then if they fill everything in, it's done. And then you start to lose their attention at that point. It's not for a test, it's for a guide. It's for the purpose of looking as we've said, at the scriptures. So you want to keep each area that you're looking at in unity and in harmony, and thinking about it so the Lord can speak to different people, to different students, and you can have interaction taking place. If you've got the kids, and they're going "Okay, I need to fill in this word here, and I need to fill in this word here, and this here, and here, and here, and ah... I think this is... I'll just put that there. I've got to get it done here and... I'm done teacher." It's like, "What are we done with?" And sometimes that can be done that way. Now again, there's different ways that you can use it. I know that there is a class that the teacher hands it out and has them go through it in almost the manner that I'm saying please don't do. But, I'm open enough to whatever the Lord would have, and they feel really comfortable in doing it that way, and they actually use that page the same way they would use the word search page as kind of getting them understanding what's going on. Then they sit and they talk about it. There's another method that is used, and you don't use this actually during your Bible study and you saw a demonstration of that, the last part of it, and they use it here. They use it as a game, and that's also in that same chapter that you can look over and read over. You saw that take place. And the way they do it, is they do their Bible study, they talk about it,

they've got the Bible out, they're looking at it, and then for just a reminder, to going back over it, then they'll use the Bible study itself as a game. So there are different ways. There's not necessarily a set rule, but I like to see, if at all possible, this be used and you go through all the scriptures together, so it gives you a way to control where they're all at in their thinking. And I find that to be, as a whole, that works out to be a whole lot better. Now, as time gets better, some of the teachers will branch out and do a little bit different things, because they're getting used to the class, and everything that's going on in the class. So, those are just things that you need to be aware of and understand in return. This page here, we haven't looked at. It's in your book. An example of a lesson preparation. Now, I want to take a brief look at that, because it is something that can be helpful to you. It should be somewhere in your notes, in that chapter there. It's not an absolute. You don't necessarily have to follow this pattern, but what I have found when people have followed it, it makes it easier for them to stay consistent in studying the scriptures. If you wait for one day, and try to do it all in one day, sometimes you lose out and don't get the full benefit. If you wait till a day or two before you're supposed to be teaching, you many times will lose out and not get the full benefit. There are times when, let's say you teach on Sunday, and you immediately on Monday start preparing for the following Sunday, and around Wednesday or Thursday, the Lord's really impressing the direction it's going and you happen to be in a store, and you happen to see a two dollar item and go "Oh, that would be great to illustrate." Now that's one method. Or you could be in that same store on that Wednesday and see that and on Saturday night, around nine thirty you're preparing for your class and you remember "Oh, it would be great to get that... they close at nine, and I... and that happens a lot. So, the earlier you get started in what you're going to be teaching on, the more the Holy Spirit can minister to you throughout the week in ways that you can more efficiently share it. So here's a three day example of preparing. And this is based on doing that, in very simplified inductive method. And the first day it goes through, and you pray and ask the Lord to speak to your heart about the scriptures that you're looking at. Number two, read your Bible, the passage that you're going to be looking at. Number three, find out what it says. If you find a scripture that you want to cover, you just check out what it says, the way we were doing it on the inductive study. Just that one day, you don't go beyond that. You may check out the Haylie's Handbook and see if there's some historical facts.

Female: Now are we going to have the numbers of the assistants... like if this is...

Pastor Larry: Yes.

Female: -- the teacher planning this...

Pastor Larry: Yes. The teachers and the assistants should be in communication, and most of the time that comes naturally. You know, it turns into friendship or it may be husband and wife, or however it may be, but yeah. That is important to be communicating with your assistant teacher or the teacher, which ever it may be. The second day, you'd go through and continue to read and you would be checking out why these facts are recorded. The third day, the same thing and a few more things are added and what does that passage mean to me. You can incorporate, many times, your lesson and the direction you're headed when you're doing an inductive study. You can incorporate that with your quiet time with the Lord. So many times people get this idea "Well, then that's cheating. I can't have an enjoyable quiet time with the Lord and in the same process be getting my lesson for class. No, I have to set a time aside to do my class. I have to set aside a time to be with the Lord." And many times, God can use both. You see people get so much done in a given day. There's twenty-four hours a day, no matter how you look at it, twenty-four hours. And in some lives, it seems like there must be seventy-two hours in that day, because they're getting so much done. In other lives, you may think it's an eight hour day. There's twenty-four hours, and it depends on how we use that time. What are we told to do? Redeem the time. So it's all right to combine the time and it's a good thing. It creates consistency for you and you may want to enter in and consider doing something like that. We have Pastor Chuck's tapes that coincide with the three hundred and twenty-five Bible studies that we have written. They're in the room 101 for check out purposes. The following week, if you're going to be doing a certain lesson, you can grab his tape and keep it for a week and listen to it and then bring it back in the following week, and it gives you some information. It's like what I just said earlier, pulling off of my shelf a commentary. You know, you're driving somewhere, put that tape in, and you're hearing for the purpose of being in agreement with what is being taught here too, but you're also being taught yourself and ready to go many times just by listening to a tape and seeing the direction and adding to that. And I highly recommend doing that. You know, I highly recommend doing that at the beginning of the process, because not all the time will he be covering some of the things that you feel led to cover in that particular scripture. I don't know if you've ever... you know, you've studied all week, and you go to the evening study, and you're ready for him to cover a certain thing because it's there, and the Lord doesn't lead him to cover that. He may have

covered that years back, or whatever. He's hitting on different things, and so that may have happened too sometimes, when you're listening to a tape. The Lord may be giving you a direction already, but many times, as that direction goes, there's a lot of information that can be gleaned also in regards to listening to the tapes, so that's just something for you to be aware of. That you have, to think through, to be thinking about how you're going to do that. Now, we have a coloring page in each of the studies. Sometimes we're asked, "Well, what about crafts and the different things?" We don't necessarily push crafts, although there are different times in the year that I think crafts are good, that can reinforce the lessons. And that's when we think the crafts are great, is when they reinforce the lesson. But as you get going, as you have already started to see, by doing just a few things as we have been doing this evening and looking at, it can take a long time to be doing a study in a Children's Ministry class if you're preparing for it. But if you want to do a craft, there are ways of doing it that... here's one. There's a coloring page. It's Jesus knocking at the door and it was just created to where it's hard paper, and the question is "Am I going to let him in?" And so it's a simplified craft that reinforces the lesson about Jesus standing at the door knocking. So there are ways that you can turn a coloring page into a craft if you so desire to do that. In a four year old class, this was the coloring page. Jesus' miracle turning the water into wine, and so what they did, was, if you see this on the back, they made a little circle, cut out one of the pictures, and now we have water. But when Jesus came... I don't know which way it goes... he turned it into wine. Now that's not really that involved, but it reinforces what the Bible study was, and it's very, very important because many times, crafts just waste time. And we think we've got to do all the... you know, the truth of the matter is, crafts are for the parents. Because for some reason, it says something was done in class. And if something is being done in class, then I don't think that we should depend so heavily on crafts themselves. Kids like to do crafts. There's nothing wrong with doing crafts, don't get me wrong if it's reinforcing the Bible study that we're doing. Now, there's obvious motor skill improvements and things that are going on as crafts are being done, but as a whole, we have an hour, hour and a half to study the word of God, and I don't want to take so much time in doing something that's not relating, and is not going to come back in fruit that is pleasing to the Lord. Here's an example somebody did. Again, it was a coloring page. Alright, and they're in prison. They're in jail. And so all I did, was they put a door on, because there was an earthquake and they got freed, and so... and it was simple. It was really

simple. A way to reinforce what is being taught. Again, we don't disagree with crafts, but we want to make sure that they're reinforcing whatever the lesson may be that's trying to be studied. We do have craft seminars twice a year and you end up having approximately fifteen ideas at each seminar. If you really like doing crafts, and some of them are really good ideas, but that's something as the Lord leads. Our primary focus, is a desire that the word of God be taught, that the kids are understanding. And crafts can reinforce that understanding and there's nothing wrong at that point in time with them. I have to say this enough, so that I feel comfortable that everybody heard what I said. Crafts can be a waste of time, and we don't want crafts for that purpose. So, I think that we've covered that enough. We've gone through different aspects of structuring a class. We talked about this at a different session, but this page here, one example of a possible class structure and this session we have gone through quite a bit of that, without actually referring to it. Hopefully, with some of the sessions giving you a better idea of the direction that you can take. We are not going to sit here in any class, and say this, and this, and this, and this is what you need to do in this order, in this period of time, and always the same way. If you're looking for that, planning on that, look no more. It's been solved. Because we believe God wants to use each individual personality in a special way. He has created you for a special purpose. And it's not necessarily that you fit into the style that God would use me in teaching with. I had to get that cleared up along time ago, because I knew God was calling me into the ministry full time, but I kept on looking at my Pastor, going "There's no way, I can do what he's doing." And it hindered me so long, and I don't want to put anybody into this mold that you have to be a certain way, but I do want you to understand, I want everyone to understand, that the word of God must be taught in class. And we must spend much time with that, it's very, very important. Are there any questions pertaining to using the curriculum? Anything that you may not be clear of that we've talked about this evening in regards to it? This would be the time to ask. We have covered a lot.