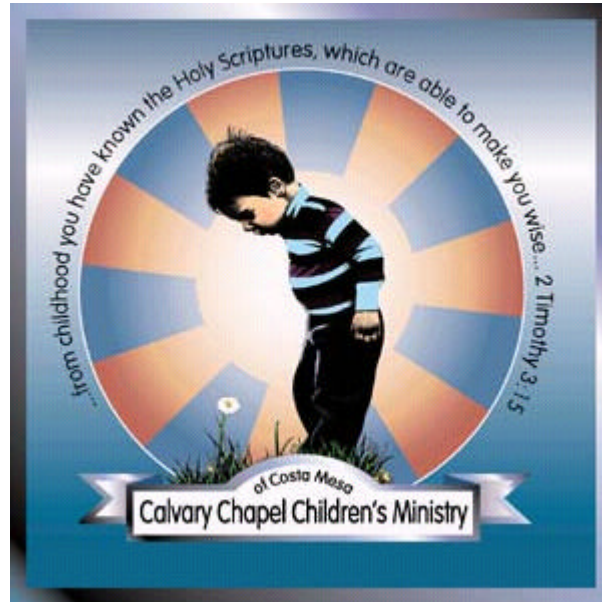


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# CALVARY CHAPEL CHILDREN'S MINISTRY TRAINING COURSE



## WEEK 6

### 3<sup>RD</sup> GRADE CLASS DEMONSTRATION CLASS STRUCTURE & CURRICULUM

JEFF MORRIS  
PASTOR LARRY ENTERLINE

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### **Opening Prayer**

“Let’s pray. Father, let me just thank You for each person here today, for their safe delivery here, and we just pray that You, Your Spirit overflows in here this evening and across the whole grounds, Lord. That You would just minister to each person here, that You teach, instruct, and guide, Lord, but most of all that You reveal Yourself more fully to each person here tonight. We thank You Lord, for the work that You’re doing on the whole grounds here, Lord, and that the work that You want to do in this class tonight, and Lord, the work You want to do in each persons life. We pray Lord, that this is a blessing to You Lord, and that it’s pleasing in Your sight. And it’s in Jesus’ name that we pray. Amen.”

### **3<sup>rd</sup> Grade Class Introduction**

Good evening. My name is Jeff, and as Larry was saying we teach the third grade. I know a couple of people in here, and we have been teaching in the Children’s Ministry for eight years, about the same time Larry came on staff is when we began teaching the Children’s Ministry. My wife and I began teaching first graders and it was a blessing, and now some of those first graders are now in junior high, and it’s really amazing to see some of them are taller than me. And it was a blessing in the first grade and we loved it. It was fantastic, but at one point I had the opportunity to sub in the third grade class and realized that I was in the wrong age. It was the third grade that my wife and I were called to be in, and I’ll give you some of the reasons and some of the things we’ve learned over the six years that we’ve been in the third grade. If you look at your handout, it begins with the front page here. If you did not get one, there are still some up here in the front there.

The third grade introduction, it begins with the minister, the age we were called to the third grade ,and the first thing that became really evident, was that our third graders were just like our first graders except they had the ability to read, and that opened all kinds of doors to us. Being able to read together through the Bible has been a blessing, their ability to interact to have conversation. The questions that they ask are a lot more sophisticated, and have been a delight to tackle. And yet, they are still so open and their hearts are still so soft and ready to receive God’s word; and they are still open to doing things like worship, where it gets a little tough in the fourth, fifth, and sixth grade, because they’re looking around to see if their fellow students are worshipping as well. In third grade, you’re really not going to run into that problem. It’s a good study age for worship, and yet they’re really soft; it’s so neat. The commitment that’s asked of the people that come into the children’s ministry is really, it’s an amazing thing. It’s a privilege to serve the Lord. And it’s a privilege to minister to his children, and to teach His word. I remembered as a new Christian, one of the first things I heard Pastor Chuck share, was what a blessing it is to teach and what blessing it is to teach God’s children, and if you’re able to teach His children, you

can teach the adults, they get easy. And really, that was my first hint of a calling to the Children's Ministry, and He confirmed and confirmed and confirmed.

But what we've learned is that we are, as teachers, we're the Pastors to the children in our class. To that core group in our class, we're their Pastors. We represent the same thing that our senior Pastor represents to us in the Sanctuary. And we also represent God. We are God's representatives, as Moses was, a representative to the people of Israel as they were in the wilderness, we're also his representatives in the classroom, and so our behavior and our actions in the classroom reflect that. And the examples of commitment that I go by in class, are patterned after the Lord. What was His commitment? Did He ever miss an opportunity to serve? Did He ever miss an opportunity to heal a broken heart or a broken body? He was always there, and he never was in denial. And our second example that I patterned my commitment after, is the Senior Pastor, Pastor Chuck, and I've asked myself, "How many times has he missed teaching on a Sunday morning or a Thursday night or whatever night he may be teaching, other than the reason being is that he's out of the country. You know, you've seen him up in the front with a cold, very sick. Whatever our commitment means, to be a serious, something like "I'm tired. I'm tired on Sunday morning. I was up late last night." Can you picture Pastor Chuck missing a Sunday morning for the same reason? And so if you ever get that attack on Sunday morning, and you will get those attacks, like, you can't make it, the garage door's stuck or my car's stuck in the garage, would that keep Pastor Chuck from coming? He'd find a way. And so the enemy will be very tricky on keeping you from coming. But you know, you just really need to pray and overcome, and the same thing with this class, I know that sometimes it gets difficult to get here and, it all comes down to the things that are keeping me from coming. The same kind of attack is coming. The enemy is upset about you coming into the Children's Ministry and so he's coming after you. Just pray and have victory and come on in. And our commitment has to be the same to whatever class. It has to be as serious as it is to Pastor Chuck to be here as our Pastor. It has to be just as serious to you, as a teacher in the classroom.

Also as a Minister, what is going to be your main tool for ministering to God's children? And that is the time that you spend with the Lord. I remember as a new Christian, the first thing that I noticed, coming into the sanctuary, was that the person up in front, and I had no clue as to who Pastor Chuck was, the first thing I noticed was that this man obviously knows God. He obviously spends time with God and I want to know what he's learned by spending time with God. And the children in your classroom should have that same desire for the same reason. "My teacher obviously spends time with the Lord, and I want to know what my teacher knows by spending the time with the Lord, and I want to grow the same way." As teachers in the Children's Ministry, the training process, which develops your in class is always going, it's ongoing. We're on letter (B), by the way. The need is always there. It's an ongoing and growing and building process in developing your class. Our class does not resemble a lot what it looked like eight years ago, because over the past eight years, we've gone to seminars and anything that was

shared inside, on the grounds, or even other things; avenues that we've pursued, to build, and to build up our class. The seminars, the first one we went to, was a discipline seminar. I saw that as a great need in my class, and so we picked up a tool there. The story telling seminars, we picked up a tool there. We picked up a lot of tools there. And we've been to three story telling seminars, and each time we pick up something new. Just because we've been to it before, doesn't mean you're not going to pick up a tool the next time you go, and so, it's just a growing process. Never consider any opportunity to be a waste of time. I was listening to a tape where there was instructions for those that were training to be Pastors, and the advice was given, if you're given the opportunity to teach, take it. Take that opportunity, because you're going to learn from that experience. And the same thing is true with the seminars, if you're given the opportunity to be given an additional tool for your class, take it; you can use it. You'll find it helpful, believe me, in times where you're going "Praise the Lord, I had that tool with me."

Okay. Letter C on the introduction, is "Know Your Children". The third grade is an interesting time; it's a time of tremendous growth. They come in fresh out of second grade, small with their hands, and they have no clue as to what third grade is about. And it's so neat to get them that way, because they're just ready for whatever you say. That's the third grade, and it's a time where they're going to grow a lot, physically, and where they're going to grow spiritually, Lord willing. And where there's a lot of academic growth, they're being taught things in school, and so you'll watch them as they're able to read at one level, and by the end of the year, they're reading at a different level. They're able to do different things at the end of the year than at the beginning of the year. The third grade, like any grade, has a mid-line, the average. And there's an average physical place, an average spiritual, and an average academic place. The idea is know your children, to know your class and where they are in those areas. You don't need to concern with how tall they are, but what your class is able to do, with crafts. Can they cut? Are they a class where they struggle with cutting paper? Are they a class where they struggle with spelling? And so part of the process, is you get to know your class. And yet, you know that each person is an individual, and so you learn who they are individually. The class itself is unique. I haven't had the same type of third grade class two years in a row. One year I'll have a class where they're so far ahead of everything I've been able to teach up to that point, that I'm having to get deeper and deeper and expand a little bit farther using the advanced curriculum or whatever it may be, and another year, I'm having to use the lower age and be very slow and simplistic, but the idea is, either way, that they're ministered to. That they know what is being shared, that they know God loves them. By the time they go out the door, they're sure of that, or at least they've been told it, and that's the idea. We want to get God's word in, and at least let them know that God loves them.

The Core Group. The question is, who is your core group? In the first section here, the introduction that you went through already, there was a graph where there was a small circle, and it said "Core Group", and a larger circle around it and it said "Irregulars", and then a larger circle

that said “The Visitors”. Now your core group can be two people, if those two people are here week in and week out, or it can be twenty people. It just depends on who that group is week in and week out. And that’s the group that you really need to find out where they are. Because your visitors are going to be ministered to, but it’s that core group that you’re really going to see every week, and that’s the level you want to do things at. I remember, again, as a new Christian, in fact it was at the retreat where I gave my life to the Lord, that the first thing I found out was, why are we singing for a half an hour at the beginning? I couldn’t figure that out. “Another song?” And it just took me a couple of times to realize “That’s the format”. I adjusted to it as a visitor and then you know, as the week was going on, I realized what the format was, and I was able to handle what was going on. I just took some time to do it. I remember thinking, “You know, this isn’t designed for someone who’s coming up here, who doesn’t know the Lord”, and I thought, “That’s... there’s something wrong there.” But I realized as it went on, there wasn’t anything wrong there. I was getting fed and three days into it, I gave my life to the Lord. And it was a blessing. And really, in your classroom, you’ve got to take that same thing at heart. You’re going to know there’s visitors in your classroom, but the direction your class has to take in general, has to be for that core group. And the visitor, the irregulars, the one’s who are coming every other week because of broken homes, or whatever, they’re going to get used to your format and they’re going to get fed. I found it interesting last week, I asked a little guy, who was apparently not paying a lot of attention to what was going on, I asked him what was the answer to the question, and he gave me the question back. Even though he wasn’t necessarily paying attention, he heard what I said. So it was going in, and I thought that was interesting. It went in even though he wasn’t necessarily paying attention. That word isn’t going to come back void, even though he was kind of looking somewhere else. And the same thing with the visitors, they may struggle with what you’re saying because they’re a visitor, but it’s not going to come back void. I remember in prayer one time, a little girl praying this prayer, that was the most beautiful prayer, and it was right when we got our whole new class. And it was the most beautiful prayer I’ve ever heard a third grader pray, and I thought, “Lord, please let her come every week, please.” And she came up about half way through the class and said, “I’m just visiting. I’m on my way down to Mexico, then I’m going to go back up north to my church.” And I’m thinking “Oh, okay.” And our little regular boy over here is doing his thing going, “Wee wee. You know, I’m going, “There’s my regular over there.” And yet, I’ll tell you the blessings come when that little regular, who’s kind of a struggle, the day that he raises his hand, and says, “I would like to read today”, and you just praise the Lord. Or the day that he wants to pray. And he prays “Lord, thank you for this class”, and you just go, “Oh, thank you. I’m sorry I was ever thinking anything about him”. Or, I’ve even had the privilege to be down at the beach and watch someone who’s apparently been in struggle, get baptized, and you just go “Oh...”, it is so awesome, so awesome. So your core group is who you need to minister to week in and week out, not forgetting the others, but your general focus has to be on your core group.

The last thing on the introduction here is, it says “Be Sensitive.” One thing that people tend to do, is feel a freedom as the children are getting older, and the third, and the fourth, and the fifth, and the sixth grade, you may feel a freedom to share something that is an issue. And what I mean by that is, it says, what I’ve written down here is, teaching God’s word at the third grade level does not mean that we should expose the children in class to issues that we feel a third grader should know, or a sixth grader, whatever. As an example, there has been, I had to take the phone call the next day, an example of a teacher sharing that there is no Santa Clause. I hope no one in here is surprised by that. I know I’m taking that for granted, but it was shared in a fourth grade class and you would think, “Okay at fourth grade, that probably is an issue”, but a fourth grader was in there where that conversation had never taken place between the parent and the child. And it was kind of hard, because it was on Christmas morning that that was shared. And then you can draw it out farther. “Okay, if your parents are telling you that, then your parents are doing this to you”. And so this child’s getting devastated in the classroom on Christmas morning. And you know, the teacher felt, “Well, it’s an issue that a third grader or fourth grader can handle”. And it wasn’t. Our place here is to support the family. That lesson should have been, “This is what happened when Jesus was born”, and going through the Bible and just completely stay away from the Santa Clause issue. It’s not our place here to deal with it at all. Another issue might be abortion. If you’re reading through how the babies are placed across the altar of Baal and the babies are dying, to go farther and then to explain “It’s just like when... “ and go into that issue, even if it’s a sixth grade class, those parents may not have talked with the children about that issue at all. And so, it may be fifty percent of your class is going home now with a new issue that we weren’t here to introduce. Our place here is to teach God’s word to these children and to teach them that God loves them, and that’s what we’re here to do, and to support the families spiritually. Support, but not introduce these other issues. And so if you stick to God’s word and teach God’s word, then you and the children our going to be safe. Does anybody have any questions about that?

### **Question & Answer**

Male: No, I have a comment.

Jeff: Okay.

Male: So it’s important that we should always keep that in the back of our minds so we find ourselves trying to almost say something that’s not in God’s word or that you know, you find yourself talking with the children saying different things that might touch on the subject of sin maybe, “Oh, I used to do...” well, wait a minute now. I’m in a mess. I’m not going to tell the child what I used to do when I was a sinner, that it might because a problem.

Jeff: Yeah, it’s not necessary to share that, maybe just, “I was a sinner. I gave my life to the Lord.” You don’t need to expand on things like MTV and say “this is going on MTV...”. It’s just not necessary. Teach God’s word and you’re safe. Yes?

Female: What if it's around Christmas, and your teaching on the birth of baby Jesus, and what if that child asks you "Is Santa Claus real?"

Jeff: If a child were to ask me if Santa Claus is real, and that's happened, I'd say, "You just need to ask your mom or ask your dad." Take it home. It's not our place here to say "yes" or "no" because there are others in the class too, and I don't want to send that issue home with you.

Female: Uh-huh.

Jeff: And it's just got to go home. You know, "Just ask your mom." You know if that child is going to ask that question here, and wants to ask that question at home, home can answer it.

### **Demonstration of Class Structure**

Let's move to the example of a possible class structure, and this page can be found in the curriculum section, but I've got it here just for convenience sake. Okay. In a third grade class, as in all classes, the greeting is an important time because it's important for your relationship with the parents, and for your relationship with the children. The parents are basically entrusting the spiritual feeding of their children to you for one hour. Whether it goes in the direction that they want it to go or somewhere else, is clearly up to and it should go right in the direction that God's word directs. They're entrusting you, and because they're entrusting you, they need to be comfortable with you and it's important for you to greet them. To say "Hi", at least say "Hi." You may not know their name right away, but say, "Hi, I'm Jeff. My wife's name is Dawn, and these are our children, and nice to meet you." And it becomes... my wife is the one who sits at the sign in table and does the sign in. She knows the parents better than I do, but it's important that one of us does because she does that sign in process and then I take the children from there and bring them to a desk. If they don't have a Bible with them, I get them a Bible, if they need crayons, if they're choosing to color, I'll get that for them. It's just an important time for the relationship to develop between the two. You're only going to see the parents two times during your class, during the sign in and the sign out. And what your classroom looks like at that time, is what your parents are going to anticipate is going to be happening. If kids are running around, they're going to go the sanctuary thinking "Oh no, that's probably going on right now, kids are running into walls and bouncing off of them." So you want that time to definitely be structured. Because we want it to be structured, we have activities for them during that sign in process. We'll get to that a little bit later.

I've noticed as I have become a parent, that it's important for me to get to know the parents, the teachers of my children. And I didn't realize how much you love and respect the teachers of your children. And so, I love the teacher's of my children. I always pray for them, and that's going on for you too, as a teacher in class. Parent's are praying for you and the class, because you're interested in their children. This time is important because you want to let the children coming in know that they're welcome in your class. I've noticed a lot of times, they're excited. They've been waiting at least a couple of days to come in and share something with you. You know, kids will come and they're wanting to talk, and talk, and talk, and talk, and they've been saving something up to share with you. And so it's a blessing that they want to do that and you can't go "Okay, just a moment." You got to take that time with them, especially if you've been praying at home for them during that week. They want to know that, and you want to know how it's gone during that week. So it's an important time to spend. During this time, when I take them to their desk, we have introduction activities, activities that are provided through the curriculum, such as coloring pages, an appropriate coloring page for the study. If I'm doing a study on Noah, I don't necessarily want to have a coloring picture of Paul in Ephesus. You know, I want to have that coloring picture that goes with the study. That way, as they're doing the coloring, they're already



starting to get ready for the Bible study. Coloring in third grade, you ask? Yes, there are kids that are not really comfortable with reading, and so our other activity will generally be a word search and if they're uncomfortable with reading, they're going to be uncomfortable with that word search. And you want to have something for them to that they are comfortable with. So in our class, we provide both. A coloring page and a word search page to provide them with something to do that they're comfortable with, where they're already taking in the study. I've had the opportunity to teach sixth graders before and a sixth grade mom came up and said, "My daughter's not reading yet, you know?" I said, "No problem." I had coloring pictures in that sixth grade class and it's a blessing. It's just good to be ready for any level of child coming in there. The word searches, again, they're developed to give the children the opportunity to begin getting ready for the Bible study that you're going to share with them by highlighting some of those words that are going to be appearing, and there's different levels. I've had in the third grade class, two years ago, a class where they were able to do third through sixth grade word search in no time. And they're like "Make them harder." "I can't make them harder." The letters are like so tall, and... but they were able to blaze through them. And at the same time, I was teaching the sixth grade class and the sixth grade class was like "these are too hard", and so I was bringing them the first and second grade level. It's part of knowing your children and it's a part of realizing where the flow is for that class. You don't want anything to be frustrating for them, where they're just struggling, "I can't do this." You want it to be a blessing and not particularly challenging to them. Something where they're able to absorb what it is that you're going to be sharing with them. The crossword puzzle that is also available with many of the studies, is the Bible study reformatted into a crossword puzzle, so the same question that would appear as question number two on your study, is question number two on your crossword puzzle, except it's formatted into a crossword puzzle. So by the time they're done with that crossword puzzle, they've already done the Bible study and they don't know it. They've already gone through what you're going to share with them, and boy, are they prepared. If you're going to do a craft in your class, the point of the craft should be to support your Bible study. If you're doing a Bible study, again on Noah, do you want to bring in a pinecone and put peanut butter on it and go "This is a nice Christmas ornament"? Well, probably not. It's not going to support your Bible study real well. So the idea would be to again, develop a craft or there are many that are already developed here for you, that is going to support your Bible study. The craft, though, should be limited to about ten or fifteen minutes. You don't want your craft to take fifty minutes and leave you five for worship and five minutes for your Bible study. That would be a problem, because you didn't get a lot accomplished, other than they went home with a nice craft. And a lot of them, you're only going to have that one time. You know, you may have that visitor that one time. You want to share with them what God's word says.

I have a couple of examples of crafts. This one is from our Christmas craft seminar. And this, it came out nice, but it's really, really easy. It's a toilet paper roll wrapped around with construction paper, with a couple of beads you know, glued on it. And a couple of little leaves

there, very easy. And this craft didn't take more than ten minutes in a classroom, and that is primo. Again, one of the most popular Christmas crafts that we have is this: three popsicle sticks glued to a piece of paper, and then glued beads, and this popular with the teachers and with the kids. For the same reason, it's simple, and yet it's really nice. They really like to take it home. And you've kept down to ten minutes. This is from this years Easter craft seminar. This is foam sheets, two different colors, and a magnet stuck on the back. I don't know if there's anything in the middle here. It'll stick to your refrigerator and it took, in class, at the most, ten minutes. And all it is, is you go in there and you got some pre-cut stuff and you give them some glue, be careful, and you're done. And in ten minutes, you take them to their class, you take them to their desk and you have that set up for them. As the early ones are finishing, have them work on a word search, while the later ones, who come in a little bit later are doing their craft. So you don't want the first ones to get done and "Oh , Billy's got some extra time and there's going to be some mischief", you know, start going under the desk, "Oh, what's under here?" You want them to have something to do all the time, so have multiple things for them to do, for those early ones.

Does anybody have any questions on the introduction activity? Okay. The prayer time. It's a time where we get right down to it, where they know, "Okay, we're going into the presence of the Lord and this is where we're going to start communing with God. Give them the opportunity to the opportunity to open prayer, I have begun doing this in my class. Usually it's the same one. He likes to open in prayer every week, and he opens in prayer and then, "Okay, next one? Would anyone else like to pray?" And if someone else likes to pray, and it could go on for a little while and then I generally close the prayer. It's a neat time, and it is an extremely serious time. By third grade, they're usually not praying for their dogs anymore. They're praying for Grandma, who's sick, or Dad, who's smoking, or Uncle, who they have been praying for at home, to come to know the Lord. And it's an intense time and like I said, I heard that one prayer coming from that little girl and it was beautiful. We have prayer request forms. They, I believe, are the next page in your handout. Prayer request forms, we leave sitting by the sign in sheet, or you can ask "Does anyone want a prayer request form?". They write their name down, the date, and it asks the question, "Would you like us to pray with you, with the class, or at home for you this week?", and then a place for them to write their prayer request. Some of them want you to pray right there with them. Some of them want to pray during the class time, and some them, most of them, want you to pray at home during the week. If you do that, and if they do ask you to pray for them, you remember to pray for them and it's a good idea the next week to ask them how it went. And that does two things. One, it let's you know what the Lord's doing, and it also let's them know you are praying for them.

The worship time, third grade, they understand that this is not just a time of singing, but that this is a time that is supposed to be for worshiping the Lord. They realize that concept by the third grade. And a lot of times, it's the only time during the week that they are involved in worshiping

the Lord. There are different ways that you can do that. I happen to know the guitar, so I'm able to do that, but if you're not using the guitar, you can sing acapella, if you're willing to do that. There's also sing-alongs, which is a tape that's a split track tape, where if you play it in stereo, you get the voices and the music, and if you shift it over to one speaker, you'll get only voices, and the other speaker is only the music. So you can play just the music and sing-along with that. There are different things that you can do to have that time in class, but it is an important thing to have worship in your class. The third graders, I've found, they like to sing songs they've been singing since they were little. It's fun and it's familiar to them and they know from experience the signs that go with some of the songs, and so some of the kids will come up and they'll do the hand signs that go with the songs, and it's really good. What we do in our class, is we start with those songs, and then they also are wanting to sing the adult songs because they understand that worship can be deep. So we move from the younger songs into the older songs in our class, and worship time tends to be really, really good. We start with a song, and we start with it every week. It's called Pharaoh, Pharaoh. It's based on the music from Louie, Louie. And what that does, is it's got hand signs in it and it's fast, and it's fun, and it goes through the experience that Moses had, as he leads to the people out of Egypt. And it accomplishes a few things. It's fun, it breaks down the barriers for those who haven't done worship since kindergarten. Or, there are those who have not had that experience, and it breaks down that barrier, so they're "Hey, this can be fun." Plus, if they're getting it week after week, by the end of the year, they know what Moses did. They know what the Lord did through Moses and they can tell you, "You know that Pharaoh's army did the dead man's float". So that's a song that we use and it's very effective to start with the fun songs and then move in to the deeper songs of worship.

We get to the Bible time from there, and this again, may be the only time during the week that they're going to read the Word or hear the Word. They may not be doing that at all at home, and so you want to be clear. You want to be simple and you want to be thorough. You know, I'm constantly asking "Are there any questions?" And we read directly from the Word. At third grade, they're able to receive directly from the Word. You don't have to do any paraphrasing. In the New King James, it's clear enough and they're able to receive that. But what you need to do, and this is a hard thing for an adult, is not take for granted their vocabulary. You can be sharing and using a word, and using it, and using it, and then go, "They may not know what righteous means, or they may not know what sin means, or they may not know what a manger is." You know, you can take for granted, well... "and they laid him in a manger." Okay. They have no clue as to what a manger is. Or you talk about a throne room. He was in a throne room. Well they're going, "What is a throne room?" And that's where the visuals come in place and you've got a throne room here and you're able to give them, at least some concept of what it is. Third graders are also very open to volunteering to read, because they're learning how to read and they're getting pretty good at it. It's really not a problem to call on volunteers in the third grade. "Who will like to read?" And, I usually give them about two or three verses, because some of them, although they like to volunteer, are reading kind of slow and it can take a long time if you

give them too many verses. So, about two or three verses, and you never, never want to go “Rhonda, you’re reading today.” Rhonda’s starting to sweat. “Oh, I don’t read”, and you don’t want to frustrate anybody and they’re in there, and they’re, Lord willing, open to receive, but if you put them on the spot like that, they’re going to shut down. And they’re sweating. My wife will do that very thing. Her hands will get clammy, you know, “Oh no, he called on me to read.” Her throat starts to get dry, and it’s “I don’t think I can.” And it’s the same thing with the children in your class. You don’t want to put them on the spot. You’re going to have plenty of volunteers, so you really only want to call on them. Some of them will say, “Do you want me to stand up? Sit down? How do you want”... whatever your comfortable with. If you want to stand up and read, that’s fine. If you want to sit down, that’s fine too. There’s no rule for how to read in our class, as long as they’ve volunteered. Once you’ve given your Bible study, once you’ve shared, then the idea of retelling your study visually, is to reinforce. If you’ve given your children a coloring page or a word search and now you’ve done your Bible study ,or you’ve done your crossword and then your Bible study, they’ve already gotten the lesson twice, basically.

### **Visual Demonstration**

Now you’re reinforcing visually. They may have struggled with the idea, “What is a throne room?” And here’s a throne room here. “And who do you have here? Anybody? Moses, right. And this would be?”

Class: Pharaoh

Jeff: “Right. And this would be?”

Class: Aaron

Jeff: “And what’s going on here?”

Male: Dropped his staff down...

Jeff: “Yeah, he’s dropped his staff down and it’s turned into a snake, and the Pharaoh’s helpers threw down their staffs and then what happens? What happens to these ones here? They get consumed by Moses’, Correct?”

Okay. So you’ve got a visual. Perhaps they had no clue visually of what you were talking about when you’re talking about a staff being thrown and then it turning into a serpent. We have recently watched, last night, as a matter of fact, The Ten Commandments. And as that was happening in the movie, my son’s going, “Oh did you see that?” He’s heard the story before, but as he’s watching it visually, it’s “Oh, did you see? Wouldn’t that be cool?” You know? And so the idea is that you want to make it more clear in areas where it may not be. A third grader does not necessarily always require a visual. In fact, as they get older, they require it less, but they enjoy it a lot and it’s only going to make your study more clear. The flannel graph, which is what that is there is colorful and it’s able to captivate and illustrate, and if you’re gifted at using it, it can be an extremely effective teaching tool.

Another very effective tool is flashcards, and we have these available down in the office. The flashcards, I think, they're like nine by twelve. This would be an example of one here, right there. And again, the idea here is to retell the story using a visual, giving them some idea of what has happened visually. What I find to be effective, because I'm not too totally talented with using flashcards or flannel graph, is that I'll put a couple of things together so that it combines things. I might take this here, which there's plenty of these down in the office, and all this is, is a piece of fabric, with a hole cut in it, and throw it over my head. You can take another piece and throw it over my head. In fact, one year I was Job, and I had to make myself bald, now that's getting easier as the time goes on, but at the time, I needed some help and so I put something on to make me look totally bald. And I took the packing plastic bubbles and taped them to my face for boils and they're "Ugh, you know, and doesn't that hurt?" And there's one on the end of my nose and one in my ear, and for months they were calling me Job. But now take something like this and just throw it over you. Instantly you become a character, and the idea is, when you get your pictures back from the developer, I just use these and go, "You know, I was at a wedding, and when I was at the wedding, they were passing out the wine and all of a sudden it was all gone. It was all gone. And they came to Mary and Mary came to Jesus and Mary said, 'You know, they're out of wine, can you do something about it?' And Jesus said, 'Why are you coming to me?'" And then you know, you're retelling the story as if you just got your pictures back from the developer. Okay. And that's the way I intend to use it, because otherwise I'm going "Uh-huh", you know, and I'm not that good at it. If I can get the idea of "I was there", that's what I'm trying to create. "I was there and these are the pictures I got back from the developer." Or you can do the same thing with the flannel graph. "I was there and this is what I saw. And this is how it happened. And this is... oh, when the snakes came, I was running, because I didn't know what was going to happen next." Okay. And the idea again, is to just visually get them going, "Whoa." Now one of the things that you'll run into is sometimes you can get too visual. If you're Goliath and you're yelling too loud, and you've got three year olds in there and they're "Ahhh". We did a puppet skit for three, four, and five year olds in the fellowship hall, and it was on the Good Samaritan, and I had to make the robbers look a little bit mean. So I put some eyebrows on the puppets that were, you know, looking kind of mean. And after the story was over, the kids were kind of up in the front, right next to the stage, so I struck one of the characters out and he was talking to them. The kids were all "Yi, yi, yi, yi", and then somebody else that was there took one of the bad guys out and went like this and the front row went like "Ahhh", you know, they were just... they were grabbed. They thought this guy was coming after them. So you can get too graphic, you know. So when Goliath comes out, you have to be kind of careful. Filmstrips, again, are another resource that we have. They're kind of hard to get a hold of. In fact we tried and it's really hard to get a hold of new ones, but because of our library that's built up over the years, we have a lot available to us. It's a good resource, because you take and project from this side of the room to this wall and it's a big visual aid. And it retells the story again. So you've got that visual aid coming in there. Any questions on visual aids for third graders? Okay. The next part of our outlines says Do the Bible Study Page.

**Question & Answer**

Jeff: Yes?

Female: Do you have enough flannel graphs for all the classes, or do you have to plan in advance for them?

Jeff: We have, down in our resource room, about seventy different stories that are pre-put together. Yeah, they're put in seventy different boxes, and then we have four additional boxes where there's just a lot of different pieces. It says General Throne Room. Anything you might find in the throne room or general river or general desert scenes, and so, if you're still lacking in a study that you want to do, you're able to put it together using one of those general boxes.

Female: That's what I'm asking you, do they have enough boards.

Jeff: Yeah, we do. Yes. Yes?

Male: How about getting them involved with some of the drama you're talking about acting out?

Jeff: You can do that. I've tried. I've put them in their hands. The only problem I run into, in getting them involved in the drama or in using flannel graph pieces, is I haven't figured out the best way to do it, because they get kind of silly. You know, Moses will be flying. Or in drama, they have a hard time taking certain characters and accurately representing them. But it can be fun, and if you can do them right, it will be good. I know in some of the younger age classes, like the four year olds, they will put masks on them. They will make masks as their crafts, of lambs and then they will pretend they're lambs and the teacher's the shepherd. You can do that. You just have to think through it pretty far to do it.

**Curriculum**

Okay. Doing the Bible Study Pages, which is the curriculum that we have developed here, there are a lot of different ways that you can use it. Some of the ways that we've come up with, are using it during your Bible study. You know, you're going through the curriculum at the same time. You've got the Bible open and along side of the curriculum, which is a verse by verse curriculum touching the main verses in the study, and you can be doing this simultaneously. Also, you can do it as a reinforcement. You've done your Bible study. You've retold it visually, and now you're going back and you're using the curriculum, you're going through, again the study using the curriculum that's available to you. You can use it to reinforce by using the curriculum as a game, and I'll show you how we're doing that in our class from time to time. You can also use it in another way that the Spirit might lead you to use it in, whatever is most effective for you, whatever the Spirit lays upon your heart to reinforce using that curriculum.

And again, it will be shown in the “Using The Curriculum” section. It will be shown in depth on some of those ways of using it.

We also have memory verses, which are included in the curriculum, and there are different ways of getting them to memorize the memory verse. You can have them do it at home, and what I’ve learned is that it can be difficult for them to learn it at home, because generally they’re busy at home. They’re doing homework from school or whatever. They’re doing memory verses from school and they’re at home very busy, and the fruit, you know, you just have to look at it. See how much of your class is memorizing it at home and if it’s a good way of doing it for you in your class. Some classes are different and it may work well. Or you can memorize the verse in the class. There are games that are set up for memorizing, laying the verse out on the board, and then the whole class says it and you erase one word and see if the whole class say it and fill in that blank and then erase another word. And you can make a game out of it. The idea would be to by the end of the time that you’ve allotted, that that verse is memorized. I’ve seen where, in a first grade class, they’ve put hopscotch on the floor and there’s a word in each box and as they put each foot down, they say the word to the verse. By the time they get to the end of the hopscotch, they’ve said the whole verse and they come around and they do it again. There’s different ways of memorizing. The idea, here again, is that you’re getting them to memorize that verse. You can also, and the way we like to do it is, we’re repeating that memory verse throughout the study. And the memory verses were selected because they were kind of encompassing that whole study. You know, memorizing that verse is a very, very good thing. Devotions are something you can encourage them at home to be either looking at that memory verse everyday, or you can be giving them portions of next weeks lesson to look at everyday. The idea would be to encourage them to spend time with the Lord everyday. And that would be the reasoning for that.

The Closing Activity, Letter (G). You always want to be prepared for spare time. If the service runs long and you’re going “I’m done. Oh no.” And they’re still sitting down outside. “Oh no.” It’s still going to be five or ten minutes before somebody comes, and you’ve got nothing to do. You’re going to feel like the King of Jericho, as Joshua and the Israelites are marching around Jericho and it’s like “Oh no.” It gets crazy when you get caught with nothing to do. So there have been games that are developed and Bible bingo, which hopefully you’ve taken a little bit time and created a bingo board that would relate to your Bible study or the section, you know, the Book of Acts, which is what you’ve been studying in, or Bible baseball. The same kind of thing where you know, when they get a question right, you know they move to second base or whatever. Just have games that you’re able to reinforce the study. Sword drills. Again, for an older age, would be where you’d be able to get them to look into the Bible as quick as they can and look for specific words within a scripture that you give them using the curriculum again, as a game. And, at this point we’re going to take a look at using the curriculum as a game. Turn a couple pages here. This also can be found in your “Using Your Curriculum” section of your

notebook. The Using the Curriculum as a Game, the idea here is to get them to be looking through the Bible to look for a specific word that's found in a specific section of scripture, and at the same time, be going through the curriculum. So it says, "The following is one possible way to reinforce or the Bible study in class". After having already completed the Bible study using lesson 305, which is the lesson we're going to use here, the seven churches, ask the children to keep their New King James Version Bibles open to the Book of Revelation, chapter 1 verse 20 through chapter 3 verse 22. Then we'll go over the rules in our class every week, because of the visitors that we may have and they're totally unfamiliar with the game. The rules would be that the class is divided into two teams, the boys against the girls, and that you would take a word from the study. We generally will not take too big of a section for them to have to look through, ten verses, maybe. "And you'll find this word somewhere in Revelation chapter 3, between the verses of 14 and 22. And so, if you have your Bibles with you. Do you have your Bibles with you? Open to Revelation chapter 3, read between verses 14 through 22", and then I will look and I'll find a word in there, and I'll say, "Okay, this word has five letters in it. One, two, three, four, five. Two, three, four. I don't put a one or five there, because they're clever enough in third grade to figure out that if they choose number one or number five, then the word they're going to look for is going to start with that letter. And they're going to zoom right through it, and the game ends way too fast. Or they've also figured out, if I pick number five, I'll just get the one that ends in the letter Z. So we leave those off and then go to letters two, three, and four. Okay. Call on a volunteer, from the first team. We'd have the Bibles open and I would say,

### **Demonstration**

Jeff: Okay, girls. Please, one of you read Revelation chapter 1, verse 20. Are there any girls who can do that for me? Girls? Ladies? Anybody like to read verse 20?

Female: I will.

Jeff: Okay.

Female: "The mystery of the seven stars which thou sawest in my right hand, and the seven golden candlesticks. The seven stars are the angels of the seven churches, and the seven candlesticks which thou sawest, are the seven churches."

Jeff: So girls, ladies. Number one would be a true or false question? It reads: the seven stars are the angels of the seven churches and the seven lampstands, which you saw, are the seven churches. Would that be a true or false statement? Ladies? Anyone?

Female: False.

Jeff: False. How many ladies say false? How many ladies say true? (laughs) The correct answer is true. It is, the seven stars are the angels of the seven churches and the seven lampstands which you saw are the seven churches.

Female: Candlesticks.

Jeff: Candlesticks, right. Lampstands and candlesticks would be the same. Okay. So then what I would do is I would write the answer to number one is true. The reason I write



that on the board, is because again, there may be some that are not reading, and they don't necessarily know what the word true looks like until you put it on the board and then they go, "Okay, I see that word right here" and then circle it. Again, if there's a fill in the blank, I write out the word as it's spelled and the same thing. Okay, now let's assume that the girls got the answer to number one right. Okay, then I would say "Okay, please choose a number ladies. Which number would you like me to choose up here? Two. Okay. Number two is an "O" Okay, so then you would look between verses 14 and 22 in chapter 3 of Revelation, and see if you can find a five letter word where O is the second letter. And you have ten seconds to do it. And then the boys", this is the boy's favorite part. They would go "Ten, nine, eight, seven, six, five, four, three, two, one." Okay. Do we have any guesses?

Female: Could.

Female: Mouth.

Jeff: Okay. Could. Mouth.

Female: Vomit.

Jeff: Vomit, oh there's a good one.

### **Conclusion**

And then from that point, we would go "Okay, we've got three choices here." And then you would vote on it. You say, "Okay girls, how many girls would say could?" And the girls would say "Nah, nah, nah." "How many would say vomit?" And they'd all go "Ugh..." "How many of those would say mouth? Well the correct answer is none of those." So then the boys would get their turn. You know, we usually give them a rousing "Eeee." Okay, and then the boys would go to number two. "Okay boys, chapter 2, verse 4", and if they were to get it right, would then have the opportunity to choose the next letter or which ever one it is. And this is a "C". Now the correct word is voice. Okay. But that's the idea, is, they're going through the curriculum here and at the same time, they're reading between verses 14 through 22 over, and over again. And they're reading, and they're taking it in, verses 14 through 22 over, and over again, and don't even realize that they're taking all that in, and having a lot of fun.

### **Question & Answer**

Jeff: Yes?

Male: Could you use the memory verse?

Jeff: Yeah, you could use the memory verse. There's no reason why you couldn't. Sure.

Does anybody have any questions? The idea is to get them to be reading through, over, and over again, having fun, and you're going through the curriculum at the same time, reinforcing again. So if you have, as you came into class, given them a coloring page, or a word search, or a crossword puzzle, they've done the study once. You've given them the Bible study, you've done it twice. You've given them a visual reinforcement,

flannel graphs, flashcards, filmstrip, whatever, that's another time. You've now gone through it here, using the curriculum as a reinforcement, that's a fourth time, and if they're reading through it, however many times they're reading through it, you know, they're going through five, six, seven, eight, nine times, there shouldn't be any reason why when their parents come to pick them up, when their parents say "Oh, what did you do in class?" They say "I don't know." There shouldn't be any reason for them to say "I don't know." And if they do, it's not your fault. Looking up at your window, you may call for volunteers to help clean up. You're not going to run into a problem with volunteers, "I want to pick up Bibles, I want to pick up pencils", that's not a problem at all. The sign up time needs to be orderly and it needs to be, you need to be careful. You need to be sure that everything is picked up and that nothing is left behind. You also want to make sure at the door, that the parents that signed them in, are the ones who are signing them out. And my wife is again, at the table taking care of that part. We're doing the sign in process in reverse. I'm taking them from their desk over to the sign out table, and then my wife is saying "Goodbye" to the parents and the children, and they're on their way. Okay, so it's basically sign in, just reversed, and it works really well and you want to say "Goodbye" to each child, hopefully by name, if you can. And my wife has an advantage, because she's got that sign up sheet right there, so she can see their names right there if I miss anybody. And again, the idea is to you know, bless them as they go out the door, and hopefully the whole class has been a blessing to them and hopefully, you've been able to minister to them, you've given them God's word and everything's gone that direction. Does anybody have any questions? Yes?

Male: Do you ever use the name tags?

Jeff: I haven't in my class, but that's because I don't like to wear them myself. And that would be an issue. I'd have to wear one myself, if I asked them to wear one, so I don't. But there's no problem with doing that. They do that a lot in other classes. I just generally don't do that in mine. I know that there's a third grade class, that they bring in name plates and put it on the desk every week. And they've got quite a selection. As new ones come in, they just make another one for them and they bring them all every week. And it works really well. When those children show up, they pick it up and take it to their desk and there's never a name problem in there. That works out really well. Any other questions?

Male: As far as the same parent, in the child work group, the mother and father have come to the church that evening, but just the father has come to bring the child in, and the mother's out talking to someone and the mother comes for the child, and it's not the same parent...

Jeff: If they know that is going to happen ahead of time, we just ask them to put both names down.

Male: Oh, I see.

Jeff: And that should take care of that.

## **Curriculum**

In this session, we are going to be taking a look at using the curriculum. That's the chapter that you'll want to look at in your training notebooks. Now, we are not necessarily going to be doing the "how to's" of using the curriculum in this session, it's more of an introduction, more of an understanding of what the curriculum is. In our next sessions, we'll be covering the "how to's", different ways, different methods of using the curriculum. So we're going to take this opportunity, first to cover what it is, and the purpose behind it.

So if you would turn to that first page, I've got it on the overhead at this point. It says, "Calvary Chapel's Children's Bible Study Support Curriculum". And what I'd like you to do, is underline, circle, highlight, whatever you want to choose to do, the word support in that title, the word support. There's a reason for that and we will touch base with that in a few minutes. This material supports studies given in the New and Old Testament and we use the New King James text for it. It's currently designed to be used in first through sixth grade, but can easily be adapted to the junior high age level. I personally think it is very appropriate for the junior high level, because there's a lot of interaction or can be a lot of interaction, and there's nothing more that the junior highers love to do, than to give their opinion. And so it's really appropriate for that age, but we have designed it primarily for first through sixth grade. The curriculum is designed as a verse by verse approach of studying the Bible with the children. There are many ways to study the Word, but what we wanted to do is go back to the open Bible, to having our Bible before us on our desk, opened, and having that as our main text. So for you to understand that, is very, very important when it comes to this curriculum, because there are many kinds of curriculum that have been created, which some of them... or a large portion of them will tell you what to do X amount of minutes throughout the entire class session. They'll have crafts involved. They will have all these different things taking place. This is not that kind of a curriculum. This is a support system for the Bible study, for the activity, and some of the things that have been referred to in the other classes that you've seen already designed, so that you can support a lot of what you've just heard. You can support what the study is, through a word search, through a crossword puzzle, through a coloring page, through the Word itself. It's extremely important to continue to repeat throughout the entire class session, as much as possible. And so we've tried to create something that would be to a benefit to all the teachers, knowing that He uses our personalities. Knowing that God teaches through us in different ways. We all should have the same goal, and that is to teach God's Word, but there may be different possible ways of doing it, which we will be covering it in sessions to come. So we've designed it in that sense. There's a lot of flexibility with it. There are currently at this point in time, and probably for some time,... we don't have any plans to write anymore of the first through sixth grade of the Bible

studies at this time, but we have a hundred and sixty -three studies from the Old Testament, and a hundred and sixty-two from the New Testament, going from Genesis 1 through Revelation. A lot of studies, three hundred and twenty-five studies. In order to do one study a week, it would take over six years to do it. And yet, when you get involved and look at the curriculum, you are going to go “Well... but this isn’t in there. And this story isn’t in there. And that story’s not in there.” We didn’t rewrite the Bible in the Children’s Ministry’s curriculum. There will always be gaps, but for the most part, most of the curriculum has been written and done, in two year cycles. Do a lot of repeating in those two years, so you don’t come close to three hundred and twenty-five options of study. So there’s a vast amount of information that can be used and again, of course, you’ll find that there are those stories there that you would say are missing. They’re good stories and of course, there’s many, many that we could not cover, but it’s a good foundation for which we have used as a platform to use verse by verse study in the classroom. Some of the teachers in the classroom, who have the ability, have a computer, understand what we’re doing, have gone on and written more that they’ve used in the class. And I’ll explain that in a little bit, a little more. Once you understand how the curriculum is set up, it’s really easy to do yourself, and there’s no limitation at that point, if you have the ability to use a computer.

Now in that outline that you had in that last session, basically that was dealing with possible classroom structures. What the curriculum has been designed to cover, is the Bible study, is the introduction to the class, the opening, the closing, but it does not have crafts in it. It does not take into effect activities. Therefore, we here at this church, will do a lot of support seminars. After the Children’s Ministries training class is completed, there are a lot of seminars that we do throughout the year: story telling seminars, activity seminars, game seminars with Biblical foundations. So we will do a lot of the training to add to this curriculum, so there are an ample amount of things that you can do. There’s so much, that most of the time some of the teachers can never really get to everything that they have available to them to actually do them in class. And that’s how we want it to be. We want the teachers to have that support, to have so many things that they can do, that their biggest concern is having enough time to do it. There are ways that we have used the curriculum in. Designing crafts, which we will look at in another session on actually using the curriculum. This is the curriculum here, in its entirety, first through sixth grade, the blue binders, the New Testament, the red binders, the Old Testament. And I’m going to grab one of them and kind of show you real quickly how we’ve set them up for the use. There are some important factors for you to be aware of as you are using it. This happens to be on the Book of Acts, and the way it is set up, in the front of every book, we have the complete studies of The New Testament listed, so you can go to any book and find where they’ll be located. But it’s set up this way, where you’ve got your title page and then behind each of the title pages will be the coloring page, and then you have the first Bible

study, which if you look down and the bottom corner, there'll be a 1/2, signifying first and second grade. All right. That's what that represents. Then the following page will be again 1/2 on the bottom for the word search, and it's for the younger age. And then you've got the Bible study, which is 3/6, which covers basically third through sixth grade. We have not broken it down any more than that, because what we've found many times is there'll be a crossing over, depending on what church, depending on how much the Word has been taught. Sometimes we'll find third grade classes wanting to use the first and second grade level. We'll find the word search is being mixed around from different ages, and so it's only a help for you. You've got the older age word search and that's how it's set up. Now one of the things I want to bring to your attention, the way we have it set up right now for the teachers here, and that may be changing, but the teachers get the copy of this and have it photocopied in The Children's Ministries office. That means you're opening up the binder, you're pulling out a sheet, and we may have fifty people at a time trying to get some things, and we are in the process of changing this system, but right now, this is what's going on. So somebody can go "Okay, oh there's Acts. There's the Book of Acts", and they can run and grab it, and they can flip it over to here and have it open, and you'll come back to it with this page in your hand, and you'll sit it over here, not knowing what's going on, close it up and put it back on the shelf. There are numbers on here that will help keep you from doing that. They are down in the corner of each page. What those number systems are, is you'll take the Bible study, which this Bible study is 245, and we letter it after 245. First page, 245A. 245B, C, D, and all the way through. And also, we can expand what we have for resources in this curriculum book. And we have done that in many situations, where there will be different things that relate to the study, but they weren't based on the curriculum. They're good ideas, and so we'll insert it, put a letter in behind it, and now we have more resources we can use later on down the road that wasn't based on the original curriculum that we did. So that's important to understand because if you don't do this when you're pulling it out, the next time a person comes to Bible study 245, and goes for the Bible study and it's not there, where do you look? You have your choice, right here with these books. It's somewhere in those books, and it may not be found for weeks, and you need to be aware of that. So please, be aware of that. The other thing that you need to be aware of is these sleeve protectors. You do not take the pages, the paper part out of the sleeve protector, it's able to be photocopied. Sometimes people forget that, and it's a hassle putting them in and out and sometimes they get mixed up with what they copied and we end up having a clear sheet with a number on the bottom, without the page in it. So you can photocopy through these, it's important to remember that. Another thing I want to bring to your attention, is on the gospels: Matthew, Mark, Luke, John.

Let's go ahead in that chapter and take a look at the actual curriculum index. Calvary Chapel Children's Ministries Support, you'll see a list starting with number one. It's in

that same chapter. Keep turning the pages and you'll find it in there, because I've got one of the training books in front of me. So just keep looking. Okay, it's after the actual curriculum itself, the coloring pages. You'll come upon lists that start with Genesis. Just keep turning until you run into it. It's past the curriculum itself. I'm seeing you get to it now. Now this is a list in your training manual of all of the stories that you have here in these folders, okay? Let's just take a look at that. We're looking at Genesis, and if you look at the scriptures reference, you'll notice that basically we're going through chapter, after chapter, after chapter. It's not every single verse. There's absolutely no way that we could write something like that. So what we've attempted to do, is hit on main subjects, main themes in every chapter in as much as we can, but there's limitations to all of that. Exodus goes on to the next page. Then you get to Numbers and you can see for yourself there are gaps. Take for example, I Samuel. The first chapter is twice, second, third, fourth, but then you've got a gap between the fourth and the ninth chapter. And we have had people that have gone on and written those gaps for their class so they can cover that Book completely. So you can do that, once you see how it's done, as I said before. Turning that page, we move into more of the Old Testament, and the following page, more of the Old Testament. And now we're getting into Luke, into the gospels. This is very important for you to understand, or you will just think you're losing everything upstairs. When you go to the books, we have written the gospels in the order chronologically. Not by the numbers, but chronologically. That means, in the order of the events from the beginning of the gospels to the end of the gospels. The reason we did that, is the gospels are constantly crossing over, sharing sometimes the same things and so we had to devise a way that we could get the stories, but we wanted to not repeat them. So what we did, was we went through chronologically and put them in order. So if you look at this, you've got the wise men in Matthew, and then you jump over to the Boy Jesus visits the temple, it's in Luke. And then you get to Mark, Matthew, and John, and Luke, and Mark, etc. Now, the reason you need to know that this is in chronological order, is because when you take one of the books and you open it up and you go to the title page... that title page here says, "203". Now the natural thought would be the next title page would be 204, but that's not the case, because it's been written in chronological order. The next title page happens to be 215. And so your first thought is "Oh oh. There's a whole lot missing. Where did it go?" And so the way you keep from having that problem in your own mind and being frustrated, not being able to find it, is you always start off with the list of Bible studies, then you look for the Bible study itself that you want. Yes, you go to the title page, we'll say, the wise men. You find the wise men at the number 170, that is not as important as knowing it's in the Book of Matthew. So what you do, is now you know that you need to go to the Book of Matthew, and you're looking for Bible study 170. You may come up to ones before it and gaps, so I hope that's understood, because it can create frustration. Does everybody understand what chronological order means? Okay. In events and therefore the numbers in the gospel, the

books of the gospels will not go in sequential order. You'll find them out of order for that purpose. Now, that is only in the gospel. When you get into the Book of Acts, or you get into all the other ones and they're in order. So you will know when you... there's the Book of Acts. I open it up to a cover page... a Bible study cover page 245, the next one will be 246. If it's not, then it's lost. And so the only place you have this issue is in the gospels, for the purpose of us to being able to cover as much as we could with the gospels. I have spent too much time in regards to this, but it's important because there's always that confusion. If you still have that confusion and you're still wondering about it, talk to me after class, because I don't want to really spend any more time on it. But this is the list here of the possible Bible studies that you can use.

Many of the teachers will pray about and find a book in the Bible, and in the Bible study curriculum and go through that book with their class. We are not telling them what to do, in regards to what to study. We have a number of classes doing, at this time, the Book of Revelation. We have a first grade class doing that. We have a fifth grade class doing that, a sixth grade class doing that. The Lord promises a blessing for those that will read that Book. And it has been a blessing for those classes. I've talked with many churches, that their entire Children's Ministry has gone through it, first through sixth grade, used the Book of Revelation, and they have seen wondrous things take place in their body. So there's nothing to be fearful of, but it is there for our use in teaching God's Word. But I thought it was important for you to understand that pertaining to the chronological order.

We are, as I said, possibly going to go to a little bit different system of copying, but right now, we are still having the teachers copy off of what they need in the office. Many times they will come in early, in the sense of maybe early in the week, where they can miss all the rush. It can be very frustrating waiting to get to the copier when you know you have to get to class and you have a time schedule. So, I recommend that if there's opportunities during the week, that you have to come in and prepare, to do so because you'll be much more relaxed at the time when you are going to be doing a whole lot more to get ready for your class.

Now, real briefly, there are those who will probably be listening to this video, watching this video, that do not have this curriculum in their church, and are wondering how they can get that. We have an order form that you can receive from Calvary Distribution and their fax order form is 714/641-8201, and you would basically, either through fax or through contacting Calvary Distribution, which can be done through contacting Calvary Costa Mesa, and they will transfer you over there. They will send you out a packet explaining what the curriculum is, so you can see it and there'll be some more explanation for what it is. It will go through and explain the outlining of it, putting it together because it doesn't come this way. It comes in one stack and then binders and

then you have a choice of whether you would purchase the binders or you'd purchase different aspects of it. So the order form would be sent to you also, in case you're interested in purchasing that. It would give you an idea of exactly what is involved with the curriculum, so that is important for you to know. You can also call our office, but for the most part, we refer you over to Calvary Distribution for the purpose of that. Now we are working on a project right now, and that's why this class is being video taped. That's why all the classes have been video taped. We are attempting to put all this on a CD, and onto the internet, so all the training that's going on for the curriculum, and the curriculum itself, is going to be put on the internet, and on CD's for PC's and in Macintosh form, for the purpose of having the reference material to help in Children's Ministry classrooms, and in the leadership of that. The reason I'm sharing that at this point is because you can have access to the curriculum through that real easily, but it'll probably cost you more to download and to copy it off than you would be purchasing it for from Calvary Distribution. We have just a charge for the cost of the material to produce it and so with one phone call can get you the entire... well, I don't know how many pages, but hundreds, and hundreds of pages. You see right here what it is. You can get that and then use the CD for any lost studies, download it. It takes forever to actually print that off. So my recommendation for people, cost effective wise is, to go ahead and purchase it directly through Calvary Distribution. This may be viewed somewhere that there's no way to get to Calvary Distribution, so download it, use it, have it, free. It's just the cost of you printing it off, so that's important to understand. That is up and coming, we think in just a few months that will be taking place and hopefully that will be a support to other Calvary Children's Ministries. And we are truly excited about that.

Okay, back to what I have on the overhead. I think we probably covered a lot, but I'm going to look back over that page to make sure if there's anything that we've missed. Each page is designed to support specific areas during class time. Again, we've had a "how to" class. A third grade "how to", and he has gone over a lot of the individual things that we would like to see take place in a classroom. That's the possible way of structuring a class. So I won't take a lot of time in doing that. I will only highlight a few things.

The coloring pages, the activity pages can be used in signing in and signing out times. I like to challenge people to understand that the coloring pages are not just for the little, little kids. They aren't just for the first grade, or the second grade. They're for all the ages. Now the more options you can give to a fifth, fourth, maybe sixth grader, the better. We had a situation in a sixth grade class where a teacher brought in coloring pages along with word searches, crossword puzzles, and again, we've already addressed that we want those things to reinforce what the lessons are going to be. So the coloring pages are about what we're going to be studying in class. The word search is about that. They brought in,



on a consistent basis, coloring pages to sixth grade, and a lot of sixth grade, fifth grade teachers overlooked this. A parent came up afterwards and thanked the teacher for having coloring pages there and the teacher was kind of shocked. “Well, sure, that’s great. We want to minister to your kids.” She said, “No, you don’t understand. My daughter can’t read.” Sixth grade class. “My daughter can’t read and she’s always having to disguise that when it comes to classrooms, and you saved face for her. She’s able to color. You bring in colored pencils. The older age, sometimes they like that more than the crayon kind of thing. And I thank you for that.” We need to understand that the kids are at different age levels doing different things, and there are difficulties and we don’t want to offend the child. We want to support any way we can through God’s word. So I encourage you, even for the older kids, to take coloring pages in. “You know, the whole class won’t color because the kids really like word searches. They really like to do the crossword puzzles”, but if they can’t do that, then they don’t have to explain to somebody, why not. That’s another thing to be aware of at any age. If a child turns the page over onto the blank side and starts scribbling on it, there may be a reason why they’re doing that. It may not be just not to do the assignment, so to speak, maybe because they can’t read. They don’t know what that word is, to find the word would be very difficult. So be sensitive to that. Some teachers take real offense that the child turns the paper over and starts you know, doodling and doing those different things. There may be a reason for that. So be sensitive to the needs of the children.

A memory verse is included in each of the lesson and again, we’ll be covering more of the “how to’s”, but that memory verse is not the absolute memory verse. We have a memory verse set aside on each of the Bible study pages, but you’re welcome to use any other verse. You don’t have to use that memory verse, so it’s important. The flexibility of this curriculum is what we’re trying to convey, and will try to convey over the next couple of sessions. The curriculum is not designed to be a graded test. I don’t want to see people handing out... and there are still a few teachers that are attempting to do this, and I don’t want them hand out and “Okay, go do it.” The purpose of it is to allow the student to slowly go through the Word. And we’ll see the purpose of that when we do the next session. But it’s important to understand, and I will explain that more, when we’re actually involved on the “how to’s” of actually using the curriculum. But it’s not designed for a test. I mean, do you want the student to walk away? “I flunked Bible. I don’t like God anymore.” You know, we want to give them an experience, that is not a failure experience. We want them to come away with understanding of how much God loves them. Not that He’s a judge and “He graded me wrong, and He should have graded me on a curve instead of...” “You know? We want them to use that for the purpose of learning what the Bible has to say, not a test. They probably have enough tests in their life, they don’t really need to have anymore. Again, it does not cover the entire class. It might be scary to some, and yet many of the classes are finding they’re spending so much

time in the Bible through this, that they aren't really having to do a lot more, even though there are occasions where that has to take place. There's this thing about ministering to kids that many times we overlook. It's like, "You really can't teach them the Bible, because they'll be bored." No, the Bible is not boring. The Bible is far from boring. Using the key to the boredom, is us, we make it boring, but the Bible is not boring by any means. And so it's important to understand that we can teach God's word for quite some time in the classroom. I read different books, and they say, "Okay, age appropriate. You can only have X amount of time for this age of a child, and X amount of time for this age of a child or you won't keep their attention." Well, yeah, if you're boring them, you won't keep their attention. But I've watched three year old classes pay attention for forty minutes to pure Bible study. Now that's unheard of because it's supposed to be three minutes. "Really?" That's what the books say. Well, if we don't show a flannel, if we don't get involved and act like we believe, hopefully it's not an act, and teach like we believe, well, they will be bored, and you will only keep them for a few minutes. And as you know, there's a point to every class and to every age level and you have to be sensitive to that, and some weeks they aren't willing to stay with you for that long and you have to continue to move through it. But it's important to understand that we're here to teach the Word of God above all. That's what's going to change their lives. That's what we've attempted to do in writing this curriculum, so it'll be a support to the teacher.

Down here you read that there is no lesson planner. If you've ever been involved with curriculum before you know that there's the lesson planner that tells you what to do, what not to do, when to do it, when not to do it. That's not there. That's why some of the things that were shared in the how to do a third grade class of every key. He went over a lot of things, of different ways of presenting and creating a classroom structure. Those aren't the only ways though. In some of the other how to classes, you'll get other ideas and we'll have some more coming up from this point on, so that's important for you to understand. What we're basically asking you to do as teachers, is to listen to God, to hear what He is saying through His Word, and then share it with the kids. We do not want to tell you what to say. I believe with all my heart that if you're waiting on the Lord, because of His great love for the children, He will tell you what to say. He has written His desires, what He wants us to know, what He wants the children to know in the Word. And it's as simple as having ears to hear, and to take some time and go "Okay Lord, what do you want me to share?" Now it's not what idea, but what scripture? Because what He wants us to share, is allowing Him to speak and that's so important, not for us to have a platform, not for us to be able to share our real important things. We are vessels for the purpose of allowing God to have a platform to speak through, His will be done, His desires, His Word. And this curriculum has been designed for those purposes, in order to allow God to speak. And so the easiest way to allow God to speak is read His Word, look at His Word, give Him the time, give Him the opportunity to change the lives

of the students, that's the key. It's so simple and it's so easily missed, because we think, for a while, we've got something to say. It happens for a short period of time, because after a while we realize, "Well, we said everything that we knew to say. And now there's a lot of time and there's more classes to come. Now what do I do?" We don't have as much to say as we really think we do. So let's just stick to God's word, sharing from what He has said, and therefore we pray that the curriculum is a support for the purpose of doing that. If something has to go, between the Word of God and our curriculum, it's our curriculum. The Word of God is the reason, It's the primary reason for it. The teacher has to be able to systematically go through what God has to say, and should be used in that manner for that purpose. And that is important, and we'll probably be talking more about that in the upcoming classes pertaining to using the curriculum.