



# CHRISTIAN EDUCATION RESOURCE KIT for Winter 1976

## IT CONTAINS—

—Resource pages for workers with

Early Childhood

Children

Youth

Adults

& Administration

## IT'S EMPHASIS—

—A ministry to EARLY CHILDHOOD

“Discovering Little Things” book

“Use the Senses of Sight & Sound” sheet

“Use the Sense of Smell” Scratch ‘n Sniff sample/  
information sheet

## USE THE KIT—

Distribute it

Discuss it

File it

Place necessary order





the parent may explain that there was illness in the family. But if the family really spent most of the day enjoying the countryside, the child has learned something about truthfulness which he will not soon forget.

The choice of words is the second factor in conversation. The parent must be very careful of the words he uses with his child, especially when the child is young. A parent's sentences could mystify the child who does not have that parent's vocabulary. A child's feelings, health, and circumstances should always be taken into consideration. A misunderstood word can confuse.

A third factor in conversation is the tone of voice. More than is often believed, tone reveals most to the listener. One mother overheard her child say to a friend, "Mommy should not have spoken to me like that, should she, even if I was wrong? It hurt me."

How much the tone of voice can encourage a child! When there is an obvious warmth of tone, the child will automatically be urged to do better. Conversely, the tone of the speaker can bring discouragement. It is easy to be angry when a child breaks a valuable vase or persists in wrong behavior. But any tone that suggests he is useless will not help to produce the good behavior that is wanted. Instead, it could easily give him the feeling that it is useless to keep on trying.

The tone of the words can make them hurt deeply. It is doubtful if sarcasm is ever necessary when a parent is speaking to a child. Certainly when it is part of a rebuke to him, he is likely to be wounded. Indeed, the wound could sting so much that the child cannot fully erase it from his memory. Hard as it can be, a parent has to control his temper and speak no more severely than the incident requires.

Extra care needs to be taken on what is said on a few specific subjects and on the tone of voice used. God should be in every Christian's thoughts and so be a subject of his conversation. Parents are wise whose conversations are full of praise to God for His goodness. True, the parents may not always be able to understand God's ways, but they can speak of His Kindness and love in providing so many blessings.

The Bible is God's Word. It has the authority to guide every person. All that is said of it should emphasize this authority. Parent's conversations in the presence of their children can show that they find that the Bible is a source of comfort and guidance.

Usually the local church can be prominent in the conversation, especially at the meal table on a Sunday. Criticism of the minister is to be avoided, as well as the misdoings of other church members. References to the clothes of the people who

sat nearby are not the best subjects, particularly if the comments are not favorable to the wearers.

It is always better to emphasize what is good rather than criticize what is not good. Not only are Christians to think on what "things are true, . . . honest, . . . just," but these virtues should also be the mold that shapes their conversation (Phil. 4:8).

The Bible gives splendid advice on how a Christian should speak. Paul said, "Let your speech be always with grace, seasoned with salt" (Col. 4:6). A Christian's talking should be "sound speech, that cannot be condemned" (Titus 2:8).

While parents should shape their conversation to help their children. There is an even more important consideration. What does God think of what He hears?

Every Christian needs to pray daily, "Let the words of my mouth, . . . be acceptable in thy sight, O Lord" (Ps. 19:14). If parents are sure their conversation pleases God, they can expect it to be a good influence on their children's conduct as they grow up.

Originally appeared in "The Sunday School Times and Gospel Herald". Used by permission of Union Press.

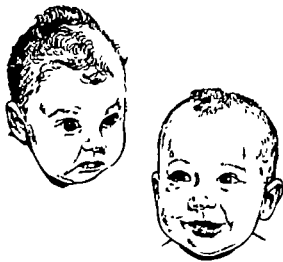
## HELP FOR THE FAMILY!

Helping Christian homes meet the challenges of 70's is the **FAMILY LIFE TODAY MAGAZINE**

Every issue focuses on Christian marriage  
effective parenting  
special family problems  
family time ideas  
and more



"Family Life Today" monthly magazine is mailed in quarterly sets (3 issues at a time) or is available by individual subscription, mailed monthly. They make terrific Christmas gifts! See this Kit or curriculum order blanks to place your order.



## BABIES, BABIES, BABIES!

Population predictions keep changing. Some experts believe birth rates will decline for the next decade; others think increases will make it impossible for our crowded planet to feed its inhabitants by 2000. But charming, cooing, demanding infants keep on being born—some of them in your town.

**AWE.** Moving emotions are experienced by young parents as they look for the first time into the face of their newborn baby. It is a wonderful but frightening experience to bring a child into the world. A new life—this couple has shared in creative partnership with God.

**ADJUSTMENT.** A new baby demands unexpected changes in any household. This bundle of possibilities blissfully confuses day and night. Equipment and furniture, unknown to grandmother, are needed. Without apology he crowds every member of the family.

Financial demands are sure to come for babies cost. Doctors, hospitals, diapers, etc., require money. If the mother worked outside the home, her income is now missing.

The infants demands are frequent and urgent. He isn't expected to practice the golden rule and he doesn't. There is the added stress of two learning to live as three.

New parents, even though overjoyed by the safe arrival of their baby, are often frustrated by these pressing demands. The church can help during such an adjustment period.

**ADVENTURE.** Unlimited possibilities for today and eternity are wrapped in that little bundle. What an adventure to lead the young Christian parent into a meaningful spiritual relationship with his young child!

There is adventure, too, in giving the baby a Christian home by leading his parents to Christ. Froebel said, "Train the mother and you train the child." It is true in Cradle Roll ministries—win the parent and you win the child.

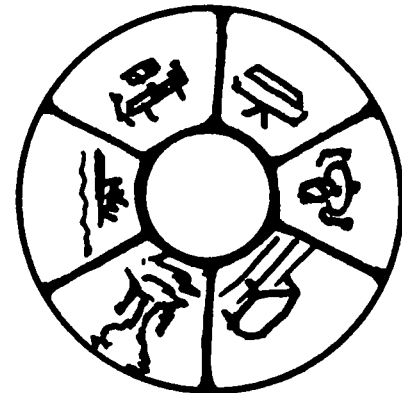
Cradle Roll works well in churches of any size. One trained caller can lead several families to the Lord in a year. Larger churches can easily multiply this ministry. Babies can begin to learn of the love of God through those who lovingly care for them while at church.

Awe, adjustment, and adventure! Use them to help win young families to the Lord and to the church.

## "HERE IS HOW I HELP" GAME

Use this game to encourage young children to become helpers. Trace the child's hands on heavy poster paper and write his name on the sketch with a felt-tipped pen. This is half the game. The other half is to learn what those hands can do to help. Use pictures or objects to illustrate sweeping, dusting, putting away toys, etc.

Ask the children to match their hands with the activity they can do. Guide their thinking about how they can be helpers. Praise them often.



## "I CAN TALK TO JESUS" PRAYER ACTIVITY

Impress upon the children that they can talk to God anywhere. Secure two circles of heavy paper and some pictures to illustrate situations such as playing outdoors or in the home, eating, etc. Glue the pictures to the bottom circle. Glue a picture of Jesus or praying hands to the top circle. Cut a hole in the top circle that will be large enough to show the pictures on the bottom circle. Fasten the circles together at the center with a brad. As you or the child moves the top circle repeat "I can talk to Jesus. . ." naming the setting showing in the opening.

# Christmas

*Our little hearts are glad today,*

*The day of Jesus' birth,*

*The day when angels sang their song*

*Of peace to all on earth.*

Make a triptych for the worship center—



**Music.** Appropriate Christmas songs should be sung at any of the learning centers throughout the morning. "Little Ones Sing"\* songbook revised edition contains the words and music to the following suggested songs:

"Away In A Manger"  
"Christmas Time"  
"O Come Little Children"  
"Be Glad"

**Storytelling.** The story of the angels' message to the shepherds can be illustrated with a picture-flap visual. Two pieces of paper, picture of angels, sheep, shepherds, and stars will be needed. As you tell the story lift up the flap to illustrate each point. Afterward the children can lift the flaps and retell the story again and again. Make a game of it to reinforce the story by asking "What did the angel say?" "What did the shepherds do?"

Or, from black construction paper cut the figures of Mary, Joseph, Baby Jesus, the manger, and an angel. Back these with flannel. Give each child a set of the figures to use on individual flannel boards. Encourage them to tell the story of Jesus' birth as they play with the figures and make a nativity scene.

Figures can be cut from felt scraps and used as mentioned above.

**Block building.** Children can build a stable and manger with blocks. Furnish sturdy figures of the nativity characters and animals for the children to place within their building. Reinforce their understanding of the "true" Christmas story through block building by guiding their play and conversation.

**Homeliving center.** "I wish I could hug baby Jesus" was the response of one young child after hearing of God's precious gift to the world. Allow the children to become involved with the Christmas story by removing

your modern homeliving equipment and replacing it with a manger, and a doll wrapped in a long cloth. Guide them as they play the rolls of wisemen, shepherds, Mary and Joseph, etc.

Prior to Christmas Sunday allow the children to decorate a small tree with paper chains and ornaments. Don't strive for perfection in decoration—the point is to let the children do it themselves. This activity will furnish an opportunity to talk about gift giving and the most precious gift of all—Jesus, God's own Son.

**Art activities:** Children can make simple paper ornaments and a paper chain to decorate a Christmas tree.

Allow children to paste Christmas card nativity scene pictures on to construction paper. They may take them home or use them to decorate the room and bulletin board.

**Puzzles.** Make Christmas puzzles by gluing large pictures of the nativity scene to cardboard or wood. Cut the picture into not more than five pieces. The wooden puzzles will need to fit into an inlay frame.

As the children put the puzzles together talk about each figure and the part they played in the Christmas story. Let them tell you about the first Christmas.

\* Available from Foursquare Publications.

## GIFT IDEAS

Buy a box of silver Christmas tree balls. Paint the child's name and the year on each one. They may be hung on a small Christmas tree until Christmas Sunday. As the children leave that morning, carefully wrap their ornaments in tissue paper and send it home with them. The children will be pleased to have their very own ornaments to hang on their tree at home.

Parents will appreciate a candid snapshot of their little ones. Take the pictures early in the month without the parents knowledge. Give the pictures in Christmas cards from the department or from the teachers.

# Resources For

CHILDREN'S MINISTRY

CHRISTIAN EDUCATION RESOURCE KIT – Winter—1976  
Department of Youth and Christian Education of Foursquare Churches  
1100 Glendale Blvd., Los Angeles, California 90026

## LAMBS AMONG WOLVES

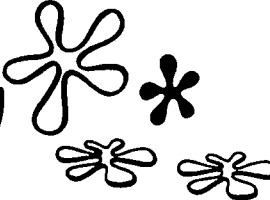
Dr. W. B. Riley was once spending a vacation with a Scottish sheep herder. Noticing one day that the herder was uncommonly quiet, Dr. Riley asked the reason. The herder replied, "I lost 65 of my best lambs last night. Wolves got in." Dr. Riley then asked how many of the older sheep were killed. The herder looked at him in surprise and said, "Don't you know that a wolf will never take an old sheep as long as he can get a lamb?"

Satan is working overtime on the children of our community, city, state and country. He knows if he can control the minds of our children in this generation, he may very well have everything his own way in the next. Children are his special target and he will not ignore them but exploit them. He is likened to a wolf who seeks his prey, with a desire to destroy.

Let us continue to reach and teach the children that cross our pathway. May we be as Jesus, the shepherd, protecting the children from the wolves rather than like the hireling who sees the wolf coming and leaves them. (John 10:12-14)



Mary Lou Canata Director of Children's Ministries

new 

### MUSIC DRAMA FOR CHILDREN

Title: "David's Hotshot Slingshot". A musical drama of David and Goliath for older children by Jeana and Robert Graham. Tape recording available at your local bookstore.

PASS IT ON


Return to  
File



## CHILDREN'S CHURCH FOR PRIMARIES

A ONE YEAR KIT which supplies you with Bible stories, activities, puppets, music, Bible memorization, life related illustrations and stories.

COST: Approximately \$.39 each Sunday.  
Kit: \$19.95

## CASSETTES FOR CHILDREN

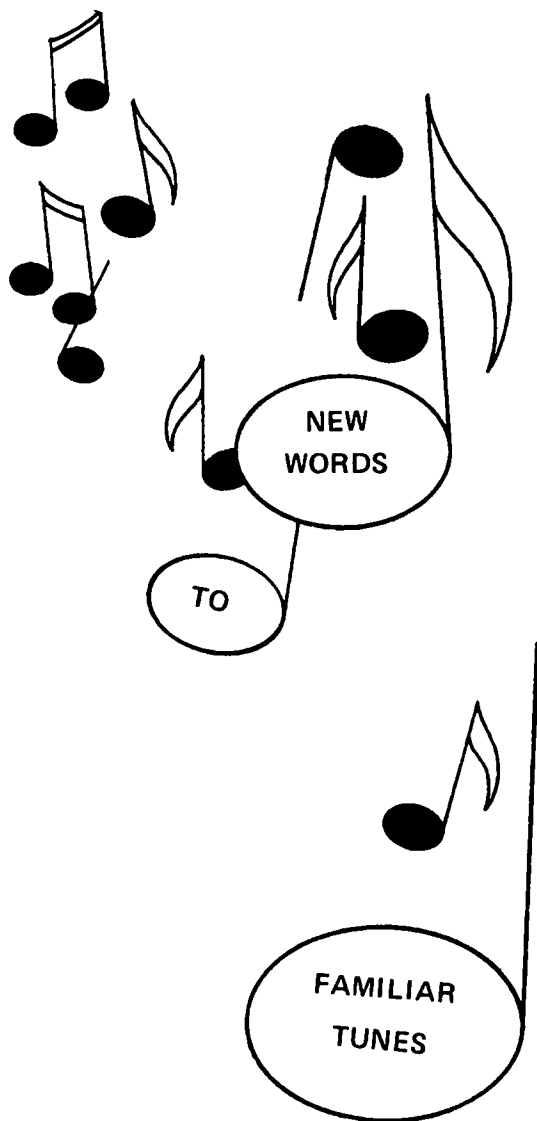
Cassette # 1-A - Faith and Courage  
1-B - Respect for God's House

Cassette # 2-A - Answering God's Call  
2-B - Friendship

Cassette # 3-A - Sharing with God  
3-B - Witnessing

Order from: Evangelism Department  
P. O. Box 12471  
Oklahoma City, Oklahoma 73112

Approximately \$4.00 each cassette.  
Two sides on each cassette A & B.



### JOHN 3:16

(Tune: Silent Night)

John 3:16, John 3:16  
For God so loved  
The world that He  
Gave His only begotten Son  
That whosoever believeth in Him  
Should not perish but have  
Ev-er-last-ing life.

### "I'M SO HAPPY"

(Substitute the days of the week for the 7 happys.)

I'm so happy, I'm so happy.  
On Monday, Tuesday, Wednesday  
Thursday, Friday, Saturday, Sunday,  
I'm so happy, I'm so happy  
For Jesus is a friend of mine.

"Salvation Songs #4."

### "ONWARD ALL YOU CHILDREN"

(Tune: Onward Christian Soldiers)

Onward all you children, come to Sunday (or Bible)  
school  
Where we'll read the Bible, sing and pray some too  
You will hear of Jesus, Who's the Only Way  
How He died on Calvary, For our sins to pay  
Onward then you children, Now's the time to come  
While your hearts are tender, to God's blessed son.

by Mrs. Mary Mynes



# "Search": An Ideal Christmas Gift for Children

This magazine is available from The Bible Movement Club, 237 Fairfield Avenue, Upper Darby, Pa. 19082

The child receives it monthly. "SEARCH" is filled with stories, puzzles, games, facts, life-related situations with which he can identify. It is a gift that will be given each month throughout the year.

COST: \$1.00 per year (single copies) \$.75 per year (8 or more subscriptions.)

## new year's faith promise for children

*What is a faith promise?*

You promise, by faith, to give a certain amount each month to missions. You believe that God will help you to do this.

*When is a faith promise made?*

During the month of January is ideal. Perhaps during a New Year's Eve service or during a missionary conference.

*Where is a faith promise made?*

In church when a special emphasis is placed on missions giving.

*Why do we make a faith promise?*

Because we can become a part in carrying out the great commission, to go into all the world and teach all nations.

Children can learn to be good stewards of their money even though the amount may be "little". They also learn that a faith promise is beyond tithe money.

*How do we make it happen?*

1. Talk to pastor about dates that are scheduled for emphasis on missions.
2. Inquire about envelopes for faith promise giving.
3. Plan a service with emphasis on missions.
4. Show a filmstrip on missions available from the Foreign Missions Department.
5. Schedule a time each month when faith promises can be received from the children.
6. Set an amount as a goal for your group of children.



# GAMES



## "BIRTHDAY GIFT" Game

Explain to the children that the wise men brought gifts of gold, frankincense, and myrrh to the baby Jesus. Print the words, GOLD, FRANKINCENSE and MYRRH in large letters and place where everyone can see. (Substitute simpler words for young children.) Before the party, hide lots of raw alphabet soup letters about the room. On signal, everyone hunts for letters. The first child who can spell the words with the letters he has found, is the winner. If a time limit is put on this game, the child who comes the nearest to spelling the words wins the contest.



## HEART GAME

Use for socials, clubs, activity time, etc. Encourage the use of Bibles to find the answers. Make a copy for each by mimeographing this material.

Instructions:

Get a heart shaped candy box, a Valentine, and make slits in the outer covering. Cut out some cardboard arrows and color them. Number the arrows from 1 to 20 or more if you want. The arrows are placed in the slits of the heart.

Children come up, pull out an arrow and answer the question with the corresponding number. Here are some suggested questions related to love and heart.

1. Name the book of the Bible where the whole book is used to tell a love story. RUTH
2. What is the "love chapter" of the Bible? I CORINTHIANS 13
3. What verse in the Bible tells how many people God loves? John 3:16
4. What did Hannah give to God because of her great love for Him? HER SON
5. "For the \_\_\_\_\_ of money is the \_\_\_\_\_ of all evil." LOVE, ROOT
6. What does Psalm 119:11 tell us to hide in our hearts? GOD'S WORD
7. Jeremiah 17:9 "The \_\_\_\_\_ is deceitful above all things and desperately \_\_\_\_\_ who can know it?" HEART, WICKED
8. Isaac loved \_\_\_\_\_ because he ate his venison, but Rebekah loved \_\_\_\_\_. ESAU, JACOB
9. Jacob served Laban (17, 7, 21) years for Rachel whom he loved dearly. 7
10. What girl loved her mother-in-law so much that she refused to leave her? RUTH
11. What is greater than faith and hope? CHARITY OR LOVE
12. Of whom was it said that "Jesus looking upon him loved him"? RICH YOUNG RULER
13. She was a widow who married a rich farmer. RUTH
14. If we love God what will we keep? HIS COMMANDMENTS
15. What word, used in the Bible, means love? CHARITY
16. What did Pharoah harden when he was asked to set Israel free? HIS HEART

# Resources For

# ADULT MINISTRY

CHRISTIAN EDUCATION RESOURCE KIT – Winter '76  
Department of Youth and Christian Education of Foursquare Churches  
1100 Glendale Blvd., Los Angeles, California 90026

## THE IMPERATIVE OF EQUIPPING THE SAINTS

Equipping the saints is not a luxury. It's a necessity for survival. Perhaps the greatest tragedy of the contemporary church is the fact that in the golden moment for harvest all over the world we are left with an inadequate force for labor. Too few of God's people have ever really been equipped to serve Jesus Christ.

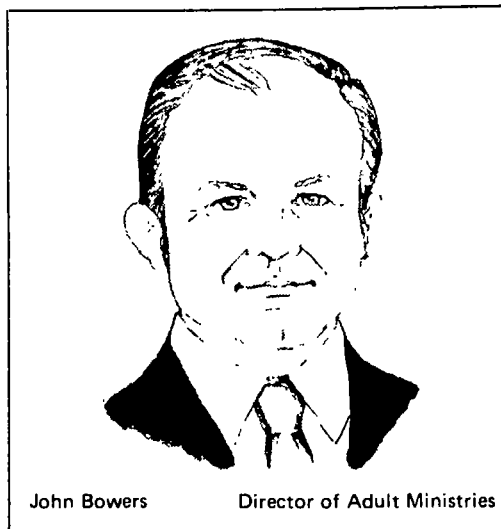
The early Christians had remarkable success without all the helps that we have. They had no Christian education conferences, no printed materials, and none of the props that we depend upon in order to carry out our ministries. The benefits that we have should multiply the results, but somehow we miss the vital key which those early Christians had. They went from house to house, from village to village and from province to province spreading themselves all over the known world, and in one generation turned the world upside down, bringing untold millions of people into a saving knowledge of the Lord Jesus Christ. This is generally attributed to the fact that they were fresh in the glory of Pentecost when this happened – the Holy Ghost had been poured out, the leaders were Spirit-filled and God was working with mighty power.

There is another secret for success of apostolic Christianity. They were a church that trained the people and equipped the saints so that they were adequate to carry out the service ministry of the Lord. That was their secret. That's why they spread so rapidly and could evangelize with such power and force. What a challenge to the adult Sunday school teacher who has before him the same students each week, sometimes year in and year out, with little visible results. We simply cannot evangelize if we do not employ biblical training principles so that God's children are equipped and adequate; so they know how to serve, to minister, to teach, to bring souls to Christ. They need to know how to bring a soul that's been won to Jesus to the same spiritual level where they live so that, in turn, that believer becomes a reproducing Christian.

We have the content for this program - the Word of God - and we have the system, God's gifted praying people.

If a Christian is not learning, he's not normal and he needs some help. We need to catch that principle and create in the church the kind of atmosphere, program of teaching and Holy Ghost directed ministry that will make it possible for God's children to be constantly learning and expanding in their Christian lives so they can serve and work.

A beautiful example of this is Barnabas. When the Spirit of God began to work in Antioch a great number of Gentiles became believers. This news came to the Jerusalem church and they sent Barnabas to help the new church and to give them some direction. "Then Barnabas went to Tarsus to look for Saul, and when he found him, he brought him to Antioch. So for a whole year Barnabas and Saul met with the church



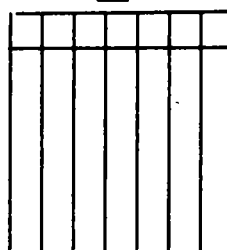
John Bowers Director of Adult Ministries

and taught great numbers of people. The disciples were first called Christians at Antioch". (Acts 11:22-26)

They not only brought numbers to the Lord, but they taught as many people as they converted. That's the Bible way. Recording conversions is meaningless unless you are also recording that the people who have been converted have been baptized and brought into the church, and that as church members they have been equipped so that they are functioning Christians. Barnabas caught this necessity. He saw it had to happen if the church in Antioch was to move out and touch the world. He needed some help, so he went after Saul and the two of them taught for one year. It made such an impression on Saul that throughout the book of Acts we find him repeating that same methodology.

When he arrived in Ephesus that great revival broke out and the evangelistic church was born. For two full years the apostle Paul taught in the Ephesus church, equipping the saints. In two years those equipped saints were able to go out over the whole province of Asia and establish great churches and evangelistic works that changed the whole countryside. They were TAUGHT.

The person who has been converted must be taught the way of holiness, how to pray, how to come into the fullness of the Spirit, how to change his life-style and manner of living. He must be taught how to read and study the Bible, how to use the Word of God as a tool, the meaning of the church, how to function in the fellowship of the church and how to bring people to Jesus.



You talk about discipling. . . Barnabas went to Saul who was under suspicion because he had just been converted. Who was going to bring a new convert into a program like that? And especially someone like Saul, with his reputation? Perhaps most others wanted to see how Saul would turn out, but Barnabas went after him. With patience and love he brought the man in and began to use him and train him. The result—a powerful and effective worker. Barnabas was a trainer of men, an equipper of saints.

The conclusion is the story of an untaught church. "We have much to say about this, but it is hard to explain because you are slow to learn. In fact, though by this time you ought to be teachers, you need someone to teach you the elementary truths of God's Word all over again. You need milk, not solid food." Hebrews 5:11,12.

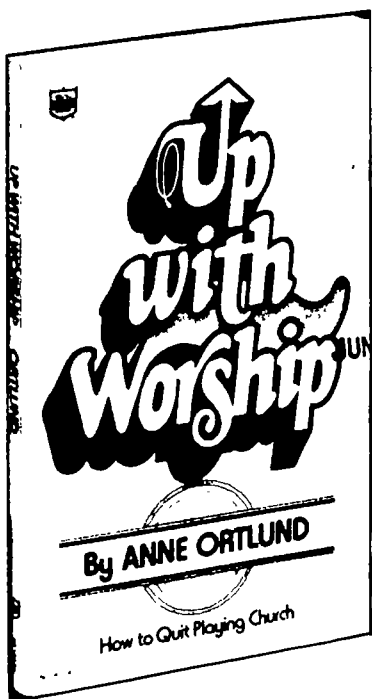
Paul was disappointed, and even heartbroken, that this group of

Christians, who ought to be adequate functioning Christians, teaching others, were still at the fundamentals. Why? They were untaught.

What is the challenge? Turn our churches into training camps for soldiers, instead of hospitals for sick saints. We cannot win the world by going around taking people's temperatures, and holding their hands. They won't need that if they are marching in the right direction, taught and equipped to be on the field for the Lord.

Let's raise the shades. Let the sunlight in and say, "By the grace of God I'm going to become a real New Testament teacher. Everybody led to Jesus is going to be taught so they can lead others. I am going to do everything in my power to make a working force out of our church for the glory of God."

Equipping the saints is not a luxury—it's a necessity for survival.



## NEW BOOKS TO CONSIDER:

**UP WITH WORSHIP** by Anne Ortlund.  
\$1.45 — Order from Foursquare Publications

How do you get the hearts of a congregation together? What has to happen before people really connect with God in a worship service? How can you experience the reality of God in worship instead of just "playing church"? "No doubt about it," the author states, "It's mystery and miracle . . . worship is a muscle that is so little used, most of us don't know how. And what's worship all about. It's admiring God. . . telling Him how wonderful He is by every fresh, innovative way you can."

**SENSITIVITY TO WHAT?** by Anna Mow  
\$4.95 - hardback - Order from Foursquare Publications

With effective simplicity, apt illustrations, and a positive awareness of questions and needs in the lives of people today, this seasoned author gives us a book which should prove helpful to man: to those who have experienced secular sensitivity groups; to those who have struggled with "Christian sensitivity"; and to those who have merely been on the sidelines wondering what it is all about and not recognizing that there are some important things to be gained by being sensitive to others in a Christlike way.

In this section, it is our intent to make you aware of new products; they are perused for content, but not edited for doctrinal position.

## FILMS

Some churches find that films are a useful tool to their ministries. At a time when much emphasis is being placed on the family, you might use some films from a growing list of good ones on this subject. It is our purpose to direct you to sources and not to pre-judge the films as to their acceptability for use. Any film to be shown, should be previewed first, even if that must be just prior to the showing itself. The list of producers will help to obtain catalogs from which your choices can be made.

Cathedral Films  
Burbank, Ca. 91505

Ken Anderson Films  
P. O. Box 618  
Winona Lake, In. 46590

Family Films  
5823 Santa Monica Blvd.  
Hollywood, Ca. 90038

Gospel Films, Inc.  
P. O. Box 455  
Muskegon, Mi. 49443

Concordia Films  
3358 South Jefferson Ave.  
St. Louis, Mo. 63118

In some instances, there may be a distributor in your community.

## SERVICE AGENCY

Many exciting programs are currently being undertaken by the American Bible Society, one of which is a basic literacy program entitled "Good News for New Readers." The objective is to distribute 725,000,000 Good News Scripture Literacy selections in more than 200 different languages, helping people learn how to read and providing them with biblical reading material. If you have opportunity to minister with poor readers or with people speaking different languages, these selections may prove very helpful.

Other new ABS materials include a series of eight Special Education selections: "Good News for Modern Man" in color; special New Testament portions, Matthew, Mark, Luke and John; as well as Old Testament portions Ruth and Exodus. For children, there's a New Creation mobile taken from the Genesis creation story. Catalogs include a new edition for the blind and a new scholarly edition for ministers and biblical students.

For the 1975 ABS catalog and any further information, write:  
American Bible Society, 1865 Broadway, New York, NY 10023.

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### INVOLVEMENT IS A KEY

Excitement mounts as people become involved in creative adult education. It has been said, the role of the teacher needs to be almost the reverse today of what it has been in the past. The teacher ought to be asking questions, not just to see if people know factual answers, but to stimulate thought and to help persons move from one stage of inquiry to the next stage.

One must give information to be sure, but a much more important task of the teacher is to formulate questions that will cause people to think through problems.

It is not uncommon to have adult teachers quickly respond by stating they have never themselves been involved in this learning experience, and thus they want to hang on to the familiar, instead of moving out to experiment with the proven.

Every adult teacher in a Foursquare Sunday school must be willing to at least consider changes, if he is vitally interested in his class having lasting experiences. Too many situations around us dictate the need. Every adult teacher should investigate the course "Ways To Help Them Learn/Adults." Ask the superintendent or pastor to order this from Foursquare Publications, and become involved in one of the most meaningful learning experiences you have ever had as an adult teacher. In turn, you will be delighted at the possibilities it offers you in the art and ministry of teaching adults.

### REACHING ADULTS THROUGH ADULTS

Sunday school has traditionally been a child-centered institution. Since the earliest days of the movement the "pre-worship" hour has been viewed as a vehicle for inculcating the young in the truths of Scripture. Activities, curricula, visitation, evangelism have usually emphasized reaching children from unchurched families. When parents become involved as a result of their children's interest, (and this happened at encouraging intervals) the church rejoiced and repeated the adage that to reach a child is to reach a family.

The old adage remains true. It is no longer true, however, that children represent the growing edge of the American population. The birthrate in the 1970's has dropped off so

dramatically that zero population growth has been reached in many areas. The great "bulge" in U.S. and Canadian population figures will move, in the next decade, to the young adult years. By 1984 the percentage of American adults in the 20-34 year old age bracket should increase by 12 million—or 25%—accounting for more than half the nation's growth. These young people will be marrying and setting up households. It is imperative that Sunday schools establish new procedures for reaching this significant group. This may require shifting gears somewhat. Schools that have been trying to reach adults through their children may have to reverse the procedure. Couples that are waiting a few years before starting a family—as increasing numbers are—should not be neglected during those early years. Adult-to-adult contact will be essential for these childless families. Visitation efforts for parents of new students should be overhauled to achieve repeated contacts from different agencies of the church.

### BRIGHT IDEA

Sunday school workers at a church in California were encouraged to select another person (not staff) who would agree to pray with them for a quarter. They were to keep in touch each week as to progress and items of praise as God answered prayer. They were to share answered prayers in Sunday or Wednesday evening meetings. The department superintendent was to be informed when a prayer partner was chosen or changed. This was so that the list kept by the Sunday school superintendent was kept current.

The purpose of prayer partners was to double Sunday school staff, double effectiveness, double blessing as God answered prayer, and to encourage others in the body of Christ.

Prayer partners visited classes and departments to become acquainted with the students. Prayer partners were asked to make home contacts with the teachers, too. Superintendents and their prayer partners pray daily for each department; department superintendents pray with their partners for teachers and classes in the department.

Prayer promise cards were issued to each partner so praise and petitions could be listed specifically.

Response and blessing has been great.

## SINGLES

With the increase in the numbers of singles nationally, and in our churches, it is necessary that a ministry to them be provided. You could begin with the use of the "Mini-Survey" to discover the desires and needs of singles in order to meet them. Of course, the form may need to be modified for your church, but the suggestions are given here as a guideline. It should be remembered that while special provisions may be needed, it is imperative that singles always be considered and treated as a **part** of the church family in worship and other areas of church life.

### MINI-SURVEY

This questionnaire is prepared for single adults attending (**the name of your church**). We would like to discover if you might be interested in the developing of a single adult ministry in our church and what might be included. Thank you for your assistance.

1. I am interested in a class for singles on Sunday morning.

Yes \_\_\_\_\_ No \_\_\_\_\_

2. I would prefer to have such a class at:

\_\_\_ 8:30 a.m. with continental breakfast

\_\_\_ 9:30 a.m. \_\_\_\_\_ other

3. I would be interested in the opportunity for an evening of informal group discussion with other single adults each week.

Yes \_\_\_\_\_ No \_\_\_\_\_

4. An adult singles ministry should provide: (Mark your 1st, 2nd and 3rd choices.)

\_\_\_ Fellowship

\_\_\_ Bible studies

\_\_\_ Social Activities

\_\_\_ Other

\_\_\_ Sports Activities

\_\_\_ Counseling

5. The best evening of the week for me to attend activities is:

1. \_\_\_\_\_ 2. \_\_\_\_\_

6. My present marital status is:

\_\_\_ never married

\_\_\_ formerly married

\_\_\_ widowed

7. My age is: \_\_\_\_\_ under 30 \_\_\_\_\_ 30-50 \_\_\_\_\_ Over 50

Name \_\_\_\_\_ Phone \_\_\_\_\_

Mailing address \_\_\_\_\_

\_\_\_\_\_ (zip)

Please fold once and place in offering or send to the church office.

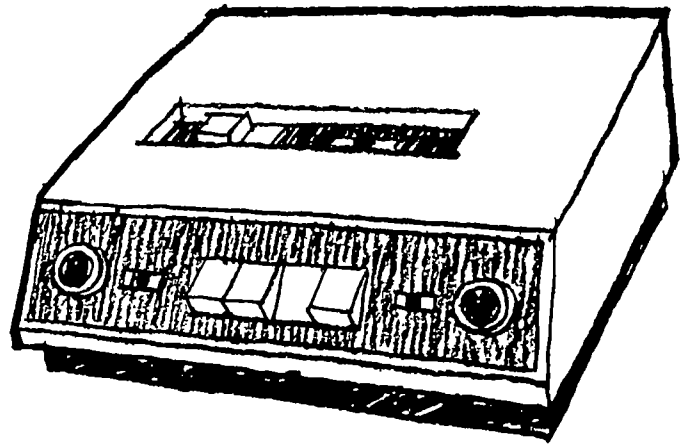


Here is a compilation of ideas and resources to aid you in teaching junior high or high school Sunday school classes. Don't try to use them all on one Sunday. Instead, make a copy of these pages and keep them with your lesson materials for use throughout the year. When you run out of ideas or your teaching lacks freshness and enthusiasm pull out these sheets and try something new for a change of pace. These ideas are guaranteed to spark interest on the part of the students and will help you to communicate the Gospel more effectively to them.

### THIS IS A RECORDING. . . THIS IS. . .

Using tape recorders creatively can generate enthusiasm in a class and real interest in Bible study. Here are some basic ideas that you can build upon to enliven your teaching.

1. Let selected students take home a cassette and just talk to you on it. It may open up a whole new understanding of that person to you.
2. Produce a "radio program" featuring a lesson or unit of study.
3. Have students interview people in a "man on the street" style concerning some issues you will be studying in class.
4. Let students express their opinions on tape; even the shy ones will be eager to do this.
5. Record class discussions and play them back for evaluation.
6. Interview resource persons (missionaries, pastors, authorities on subjects) who cannot come to your class.



7. Record ideas for carry over for one class session to the next.
8. Record lessons and services for playback to shut-ins or absentees.
9. Record Bible readings by expressive readers to gain new insights and interpretations of scripture.

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### ROUND ROBIN

Tired of doing things the same way week after week. Try a new format and a new setting and see what a difference it can make. "Round Robin" calls for dividing your department into four classes. Four different rooms are needed.

Schedule four 14-minute sessions for the Sunday school hour. There will be something different happening in each room. Every 14 minutes the groups will rotate to the next room so that they have a complete program during the hour. One room will focus on worship. It should be informal and unstructured. Enlist the help of a guitarist or a pianist and song leader who know how to lead young people in worship through singing. This should also be a time for sharing experiences and introducing visitors.

Another room will provide a time for prayer. Prayer requests should be taken and time given to pray for missionaries, our nation and the needs of the church.

The third room will have a Bible study. It should focus on an area of scripture that meets the needs of the members of the class.

The fourth room will concentrate on problem solving. It will be geared to helping teens apply Biblical truth to their lives.

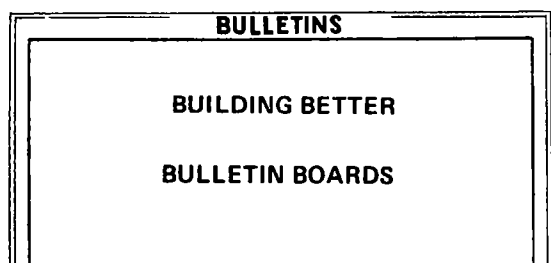
Each of the four session leaders should keep in mind what is happening in the other rooms and try to relate what he or she is doing to the other sessions. The leaders will need to meet each week to plan their sessions and coordinate goals, methods, scriptures and scheduling.

Try "Round Robin" for six weeks or one quarter. You may want to adapt this "team teaching" situation as one group did. They used the four periods as follows: Bible study (teacher centered); feedback (student centered); prayer (share time); and special study (contemporary issues). The students were together for the Bible study but then rotated between the other three sessions.

## RECYCLING CHRISTMAS

Instead of taking down the church Christmas tree and throwing it away after Christmas, trim off the tree's branches and fashion the trunk into a rugged cross. The tree which announced His birth now continues to remind of His passion, for Christmas has meaning only in relation to the Easter message. The denuded trunk of the Christmas tree is a fitting symbol of the rejection that our Savior suffered.

On Good Friday, veil it in black. After sunset on Saturday, decorate this rugged cross with white flowers as a symbol of the joy of the resurrection. Either fresh or artificial flowers can be used. You will probably want to have a worship time for your class on Good Friday so they would receive the full impact of this experience.



How can you use your bulletin board to help teach a unit of study? Try these three steps:

1. Use it to introduce the new unit of study. Build motivation by carefully arranging a display calculated to arouse curiosity and to raise questions in the student's mind.
2. Show a record of progress for the unit. Charts, plans, calendars, maps and pictures help to further the learning experiences in a series of lessons.
3. Review the unit. Display completed records, finished drawings, graphs, pictures, etc., to help relate and cement learnings.

## LEARNING TO SERVE

After teaching a lesson or series of lessons about the Christian's responsibility to serve others give opportunity for your class members to become involved in service. Here are some service projects that will help them put into action what they have learned:

1. Wash and sterilize toys in the church nursery.
2. Repair song and hymnbooks.

3. Remove chewing gum from under church pews.
4. Prepare songs on chart boards for children's church.
5. Repair recreational equipment used at the church.
6. Check and repair stage equipment, props and costumes used for Christmas, Easter and other special day programs.
7. Wash all of the windows in the church and Sunday school buildings.
8. Work on the yard and shrubbery around the church and parking lot.
9. Assist the pastor with his filing of magazines, newspaper articles, etc.
10. Prepare scrapbooks for children's wards of hospitals.



## NEW WAYS WITH OLD HYMNS

Here are some ideas to help you do something with a hymn besides sing it.

1. Sculpture a hymn.

Use playdoh, modeling clay and chenille wire. Ask each participant to think of one of his favorite hymns and form a sculpture in his mind that represents the hymn. Have each complete their sculpture, then exhibit and explain it to the class.

2. Draw a hymn.

Use mural paper or a roll of white table covering, colored chalk or crayons and wall space. Ask groups of three or four people to choose the hymn they want to portray on their mural. The paper may be divided into sections with each member of the group drawing a different stanza, or the group can work collectively on the entire hymn. It is important that the artists analyze their hymn in detail before beginning to draw, looking for words and ideas which lend themselves to a pictorial representation.

3. Paraphrase a hymn.

Have paper, pencil and hymnals available. Have each person choose a hymn, read through it and write the message of the hymn in his own words. When each group is completed have each person read his aloud, letting the others in the group guess which hymn he paraphrased. This helps the student make the message of a hymn clearer in his own mind.



## **TEN COMMANDMENTS FOR THE TEEN TEACHER**

**Thou Shalt Love Teenagers.**

**Thou Shalt Study.**

**Thou Shalt Be For Real.**

**Thou Shalt Communicate.**

**Thou Shalt Be Enthusiastic.**

**Thou Shalt Be Active.**

**Thou Shalt Be Dependent.**

**Thou Shalt Have Right Attitudes.**

**Thou Shalt Be Thankful.**

**Thou Shalt Innovate.**



It can provide a variety of Bible study opportunities, centering on the weekly Bible Study program.

It can organize to locate and reach prospects and unenlisted church members.

It can improve the quality of its Sunday school work.

**When was your last concentrated effort to assist your teachers to become the qualified staff God wants them to be so that, the maximum spiritual results can be realized in any teaching situation?**

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## CHRISTIAN EDUCATION OR SUNDAY SCHOOL?

Many pioneer churches actually began as Sunday schools. No matter how the church is started, one of the most vital parts of that ministry is the task of teaching. We are increasingly using the term, "Christian education," rather than Sunday school, because of the growing realization that the teaching ministry of the church should not be limited to the Sunday school classroom. The basic unit of Christian education is the Sunday school, but when it is limited to this, the teaching ministry of a church falls short of its potential.

The early Christian church placed a lot of emphasis on teaching. New converts were called "catechumens", and were enrolled in special classes to be taught the Biblical and the historic basis for their faith. History shows that no revival movement in Christianity has survived without a definite emphasis on teaching. Consider these aspects of the overall teaching ministry available.

## SUNDAY SCHOOL

The Sunday school is almost always high on the list of ministries of the church, yet the problems of organizing and perpetuating a growing and fully effective school can create genuine difficulties for the pastor. The problem of obtaining qualified teachers, of training and inspiring other staff members, and of building a true spirit of evangelism throughout the entire school. The pastor would do well to place an effective training program high on his list of priorities. All of the ETTA courses, along with a multitude of other courses for both class and home-study are available from Four-square Publications.

## THE PASTOR AS A TEACHER

Some interpret Ephesians 4:11 as indicating that the ministry of pastor and teacher are synonymous. Others disagree. In any event, one of the most effective teaching ministries in the church can be held by the pastor. Yet many pastors never truly work at developing a teaching ministry. There are times when teaching becomes preaching and preaching becomes teaching, but

on the whole, there is a difference in presentation. Good teaching demands thorough preparation.

It can be of benefit to emphasize the teaching ministry during the midweek meeting. Is there any sound reason why it should not be built around an available text? There are many excellent guides and texts available which are related to most any Bible subject you might choose.

Inspired teaching will draw and hold people, and the Word will soon reach throughout the community. Jesus taught, and the power of His teaching reached the multitudes. Anyone who feels that teaching is "dry" has simply never been privileged to sit under a truly good teacher.

Make a well-rounded program of Christian education central to the church, and you will multiply the benefits of that church to the community. When all the revivals have become history, and all the inspiring services have been forgotten, the results of that teaching will continue to live on in the lives of people.

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## SMALL GROUPS IN THE CHURCH TODAY

By Joyce Whitman

As pastors and church leaders, we are hearing more and more about small groups and the ministry they fulfill in the church. There is an inundation of Christian books on the market today affirming the small group fellowship meets a need that large congregational worship cannot fulfill. (i.e., "New Face for the Church"; "Brethren, Hang Loose"; "Taste of New Wine". etc.) So we realize their importance, but, how can they function on the level of Christian education in a small to average-sized church?

First, let's objectively look at the various types of groups which meet different goals:

1. Work and Service groups
2. Study groups
3. Supportive and inspirational groups
4. Counseling groups
5. Psychotherapy groups

Any of the above five types of groups may be meeting other goals as well, but it was originated specifically with one goal in mind. The dynamic of a small group (8 to 15 persons) is such that the goal will be accomplished more readily and in a more enjoyable fashion than if each person were assigned individual goals. There is a common bond of personhood and faith which allows interaction, sharing of burdens, intimate friendship and giving of oneself to the group.

On the Sunday school level, education happens through sharing of personal experience, caring and discussion. The reflector principle is at work where ideas and experiences are traded and looked at through each person's perspective. It can be exciting!

In the case of small group counseling, it's advantages are as follows:

1. Good stewardship of time.
2. Less threatening for counselee than one-to-one interview.
3. Each person is helper as well as being helped (Gal. 6:2)
4. Identity through community (reflector principle)

Special types of small groups which are useful in the church are:

1. Teen age self-discovery groups
2. Pre-marital groups
3. Growing through marriage groups
4. Preparation for parenthood groups
5. Parent study and fellowship groups
6. Creative years growth groups (middle aged)
7. Preparation for retirement groups

All of the above types of groups have the purpose of education, but the group experience would be much more than that. Groups often provide:

1. Healing
2. Sustaining
3. Guiding
4. Reconciling

We as human beings were created to have deep intense fellowship experience with one another in the body. Perhaps small groups can facilitate that experience.

## CLEAR THINKING ABOUT CONTESTS

It's no secret that in many evangelical churches the Sunday school contest has suffered from a mild case of back-lash. The high attendance drives that attracted so much publicity a generation ago are less widely accepted than they once were. Perhaps this disaffection is a healthy reaction against over zealous promotional gimmicks that often accompanied these campaigns—the kind of thing that the Gospel Blimp taught us to disavow. Perhaps teachers had too many unpleasant experiences calming children crushed by defeat or frenzied by victory. Perhaps the conclusion of some campaigns left workers exhausted and permanent gains in doubt.

Many Christian leaders point out - quite accurately - that contests sometimes stir rather carnal emotions. Are we really teaching our children to "rejoice with them that do rejoice and weep with them that weep" by setting them on opposing teams? Do we foster real concern for the lost by offering a bicycle to the kid who brings the most visitors? Is the chance at being "top

dog" in the department good motivation for memorizing scripture? Should Christians need any incentives other than spiritual ones? So the questions run, and good answers have not always been readily available for every situation.

In spite of the questions, however, contests are still popular with many church groups, and spectacular results continue to roll in for some. Many major denominations retain their annual campaigns and contests with encouraging response. Some of the largest schools on the continent credit their growth to the impetus created by well organized contests. Some churches which dropped the practice for a while have instituted contests again in an effort to improve sagging enrollments. Struggling teachers, weary with reminding their juniors to do their workbooks, set up small contests within the class to spark interest.

Should we feel guilty about such concessions to human nature? Or are contests legitimate means of motivating people to do their best?

We find that some leaders are reacting against the abuses of the contest, but not necessarily the method itself. In an age when every influence militates against Christian education it would be unfortunate to rule out a genuinely helpful means of growth.

## THE POSITIVE FEATURES:

1. Contests focus attention on goals.
2. Contests spread the responsibility.
3. Incentives increase achievement.
4. Contests create enthusiasm.
5. Contests bring people together.

## AVOID THE ABUSES:

1. Avoid cut throat competition.
2. Avoid "top dog" winners.
3. Avoid unsuitable promotional schemes; people get turned off by high pressure tactics.
4. Avoid crassly materialistic rewards.
5. Avoid "quantity at the expense of quality". Growth must be seen not in terms of statistics, but souls. If previous provision has not been made "newcomers" soon become "drop outs".

## CHOOSE ACCORDING TO YOUR NEED:

The nature and purpose of contests in Sunday school are limited only by the worker's imagination. They can be large or small scale, limited or multi-faceted in scope. A few general types have been used widely with good success.

Sunday school contests need not be sensational, nor materialistic, nor exhausting. At their best, they are a

(continued — over)

means of growth and raising standards. They are always a lot of trouble, requiring planning, prayer and promotion. However, if your Sunday school is convinced that the exceptional need in your community requires exceptional effort, get busy finding a good contest. Then get busy winning it.

For this reason, the International Department of Youth and Christian Education recently made available a contest, "COUNT ON ME". The department neither encourages or discourages the use of contests. "COUNT ON ME" seemed to have some worthwhile goals, and was made available for those who feel their needs can be served through such a concentrated effort.

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## A WORKER'S CONFERENCE

### "DISCIPLINE IS NOT PUNISHMENT"

The purpose of this worker's conference is to help teachers know that discipline is a positive, satisfying control, not just punishment. A discipline problem from Scripture is to be studied: neighbor nudging helps to define discipline; roleplay points out positive reactions to the student-teacher team responsibility in discipline. The "Select Sheet" will help to apply good discipline practices.

**1. Scriptural discipline:** An example of discipline is found in Luke 15:12-32. After reading this discuss the following questions: What discipline principles are contained in this story? What self-discipline is present or lacking? What outside discipline force is applied? How is love a part of this discipline situation? What did the father not do because he loved?

**2. Neighbor nudging:** Ask each worker to ask a person sitting beside him, "What is discipline?" Define it in the context of athletics, music, and law enforcement. What does each have to do with discipline? Pool answers and write a good definition of discipline on the chalkboard.

**3. Roleplay:** Discipline requires a team relationship with student and teacher sharing responsibility. Self-discipline in students is developed when some of the responsibility is placed upon him. Or do we make all his discipline decisions for him? Ask several to roleplay the following scene which reveals reactions when discipline is not a team responsibility.

*Students surround teacher. As he turns to the chalkboard one boy rolls his student's manual and slyly hits another on the head. The other boy knocks it from his hand and it lands with a plop on the floor.*

If the teacher feels that he alone is responsible for handling the discipline of the class, what would he do next? (Roleplay what the teacher would do.)

Ask the "students" how they felt when the teacher did what he just did. Suppose there was present the teamwork concept in discipline. How would the situation be handled? (Roleplay what might have happened.)

Ask the "students" how they felt about this approach. Then ask workers if they are developing a team responsibility for discipline in their classes.

**4. Select Sheet:** Make copies for workers. Ask them to mark the sheets and then discuss them together or in small groups.

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### SELECT SHEET (Applying Good Discipline Practices)

1. Which response is more likely to cause the undesirable behavior not to be repeated?

Sam starts kicking his foot against the table during the lesson.

- \_\_\_\_\_ a. Teacher ignores Sam's tapping; later asks him a question.  
\_\_\_\_\_ b. Teacher stops impatiently and says, "Sam, stop that tapping immediately."

(Do not reinforce bad behavior. Not achieving the desired results will lessen repetition.)

2. Which situation shows the teacher acting consistently?

- \_\_\_\_\_ a. Starting on time although only a few students are present.  
\_\_\_\_\_ b. Starting when most of the students arrive.

- \_\_\_\_\_ a. Insisting that only one person talk at a time.  
\_\_\_\_\_ b. Insisting that students quiet down when too many start talking at once.

(Consistency in rule enforcement makes it easier for students to obey.)

3. Which rules are more likely to be obeyed?

- \_\_\_\_\_ a. I want you to study the story of the Good Samaritan in Luke 10 by next Sunday.  
\_\_\_\_\_ b. I want you to read by next Sunday Luke 10:25-37 and make a list of the ways the Good Samaritan showed his care.

- \_\_\_\_\_ a. Now it's time to go quietly to your room so as not to disturb the other classes.  
\_\_\_\_\_ b. Now it's time to walk softly, without talking, to your room so the other classes won't know you've gone by.

(Defining the scope of a rule in terms of what is expected means that the rule will more likely be obeyed.)

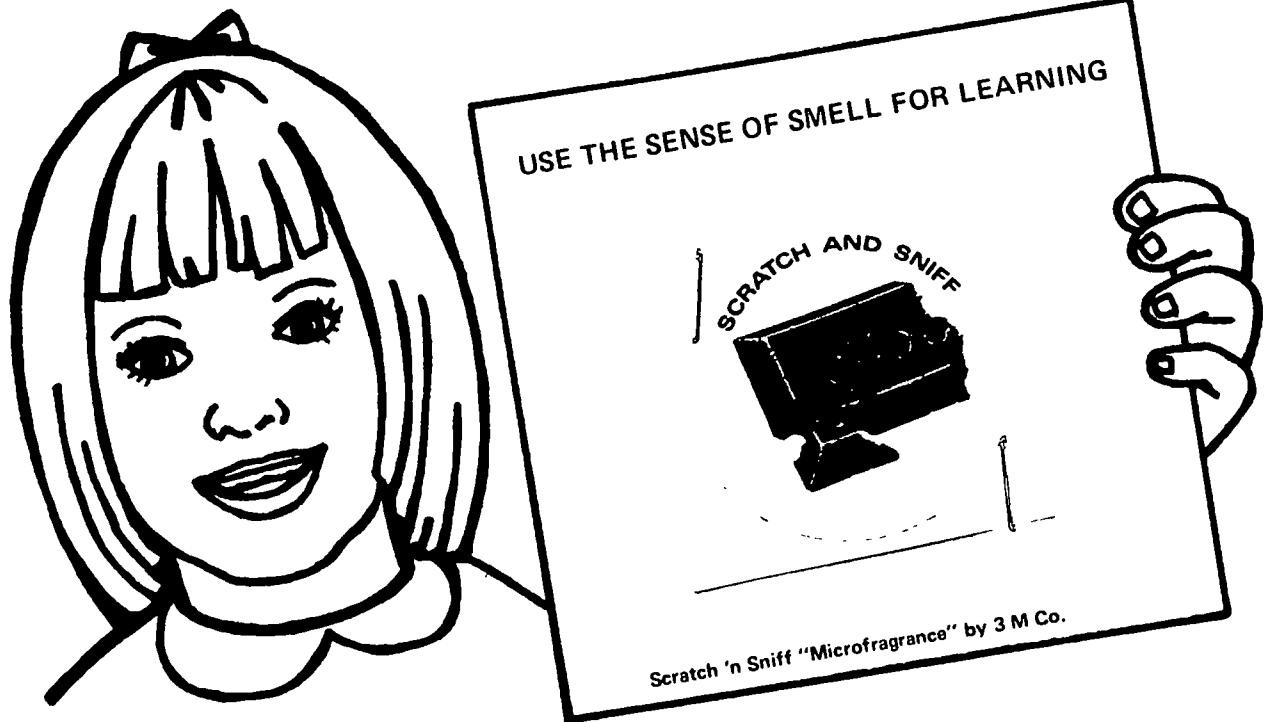
4. What is the better rule for achieving the desired result?

- \_\_\_\_\_ a. I'm really glad you're sharing those good ideas with us, Mark and Dave. They help us all to think more clearly.  
\_\_\_\_\_ b. More of you join our discussion so we'll learn more.  
\_\_\_\_\_ a. Richard, if you don't start drawing your picture soon, I'm going to separate you and Tom.

- \_\_\_\_\_ b. Jim has such a good idea in his picture that I think I'll put it on the bulletin board.

(Reinforce positive behavior rather than negative behavior.)

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"Scratch-and-Sniff" labels help children learn for the fun of it using the sense of smell. A directly brain-related sense, smell operates from earliest childhood, without formal training or learning. (It's only when we're older that we learn to forget or ignore much of its keenness!).

Microfragrance is not designed to be eaten or licked. The labels contain fragrance in millions of tiny plastic bubbles—more than fifty million to a square inch of paper. Scratching or rubbing the paper labels with a fingernail releases fragrance for sniffing. They may be scratched again and again to release a new burst of fragrance until all the millions of plastic bubbles are broken.

The use of "Scratch 'n Sniff" labels as a teaching tool has endless possibilities—

**Books.** Make a nature booklet with the labels. Make up your own story or use only the labels. Use the book again and again adapting it to the particular teaching aim for the day.

**God's wonders.** Conduct an imaginary nature hike. Make a nature book. Use the labels on flashcards to teach various themes, such as, creation, thankfulness, sharing, etc. Print on the cards and use guided conversation as they sniff. "Thank you, God for *trees*"; "God made *strawberrys*"; "I can share my *apple*".

**Blocks.** Build a grocery store and pretend to shop for foods.

**Homeliving.** Smell foods mother prepares.

**Storytelling.** Use the labels as story starters; to illustrate portions of a story; to provide enjoyment and involvement during story time.

#### ORDER A COMPLETE SET—

32 labels per fragrance—160 labels per box. All pressure sensitive—5 different subjects. Background article on each subject. Zip lock bags for easy open—easy storage, ready for reuse at desired time.

Order #3001 Nutritional & Social Studies for

Cheddar Cheese  
Apple  
Orange  
Pizza  
Strawberry

#3002 General Assortment for

Grape  
Rose  
Pine Tree  
Peach  
Chocolate

See the distributor's list of 3 M Company's "Scratch 'n Sniff" labels in your area. Approximately \$9.95 per kit.

# Use the Senses of Sight and Sound for Learning



"Discovering Little Things" is a bright beautiful new book that you will want to add to your book center. See the Kit order blank for "Discovering Out of Doors", "Discovering At The Zoo", "Discovering Colors".

The **book center** is that quiet area in your early childhood room where children can look at books alone or hear them read by the teacher. All that is needed is a shelf unit for the books to stand on that is accessible to the children and some attractive books. The books should have large, clear, colorful pictures of familiar subjects. Books can be purchased, or make your own!

Books will create a desire to read within the young child. They are to be used for new ideas, to re-inforce learning, or for fun. Bible story books help the child know about Bible times and customs. All books should relate to your theme.

2s and 3s are interested in the pictures. Their books should have only a few words on each page. The pictures should be familiar subjects such as playing, eating, sleeping, etc.

4s and 5s are interested in both the pictures and the story. Books about nature, machines, children from other lands, and simple stories about Jesus can be used.

Change the books at the beginning of each unit of lessons. Select three or four books for 2-year olds; add one or two books more for each year.

When you hold a child to read to him or have a little group listening as you read (or paraphrase a quicker version of some book), here are some hints:

Vary the pitch of your voice to indicate mother, dad, little girl, etc.

Look up from the page frequently. Maintain eye contact with the children. This one on one learning will establish a relationship which greatly adds to the learning process.

Add simple sound effects.

Use hands, arms, and facial expressions to indicate action and reaction.

Vary the speed of reading and the pitch of voice for variety.

Don't neglect the **book center**. It's learning values are numerous for those who desire to plant the love of Jesus in the hearts of young children.