

DIRECTIONS

for Foursquare Christian Educators

FALL 1991

NATIONAL DEPT OF CHRISTIAN EDUCATION
AND FOURSQUARE PUBLICATIONS

Volume 13

How Much *Influence* Do You Have?

An intimidating question isn't it? Experience teaches us of the effects of the "right kind" and "wrong kind" of influence. It can be manipulative or instructive depending upon both the motive and mode of operation (*modus operandi*).

Jesus did not come to this earth to be an influence nor does He call us to be people that are only influential. He came to serve... and in His serving He was profoundly influential. He changed people's lives!

Jesus graphically modelled the beginnings of serving for His disciples in John, chapter 13. After the last supper He stooped down, armed with a towel and water, and began to carefully and lovingly wash their dirty feet. What a picture! You've got to stoop to serve! I can't help but think that Jesus' ministry reflected a whole lot of "stooping activity." The blind man, the woman with an issue of blood, and the children who came to him did not need a Sunday School lesson but rather help and compassionate care to live. One could only think that Jesus would ask questions of Himself like, "How can I best serve these that God has entrusted to me? What do I need to do to serve these, my friends?"

Jesus' servant philosophy of education and ministry frequently differs from ours. We too often prepare lessons and are upset if no one shows up to hear them. He was a lesson and came to help people listen. We desire to teach good students. He longed to teach to make His students good. We want to know how we can make people fit our ministry agenda. He wanted to serve others and bring them to an understanding of God's agenda. Dr. Matt

Friedman writes, "Jesus' education is a river based on an over-arching goal -- to serve those who will in turn serve like Him. Ours often is a swamp based on a hundred different objectives but no concrete destination. We educate, He is education."¹

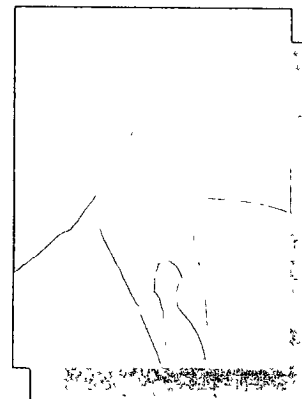
I was able to observe a teacher of four and five year old children who had the right idea. Each Sunday Marva would meet the students at the door on her knees. Every one in that class was greeted with a warm smile, a big hug, and words like, "I love you", and "I have been praying for you." She was ready for them and she delivered not only a prepared truth but a living example of what Jesus meant in "stooping to serve."

"Darling, you are not here in this world for yourself. You have been sent for others. The world is waiting for you."

As we look together to the beginning of a new school year this September, may we remember the words of Catherine Booth in her book *Nightly Whispers to Her Sleeping Children*, "Darling, you are not here in this world for yourself. You have been sent for others. The world is waiting for you."

By the way, you have more influence than you think with Jesus on your side. Deuteronomy 32:30

Rick Wulfestieg is the National Minister for Christian Education and Director of Foursquare Publications.



1. *The Master Plan of Teaching*, Dr. Matt Friedman, Victor Books 1990

Administration of Sunday School Classes

= Administration patterns in the Sunday school correspond with the number of students and classes in each department. The fewer the students, the fewer class divisions and the less need for intermediate supervisors. Conversely, the greater the number of students and classes, the greater the need for assistance in attending to all the needs.

The following is a pattern of administration for growing Sunday schools:

The superintendent, under the Board of Christian Education, is the central administrator of the Sunday school. As the Sunday school increases, department leaders, "middle management" persons, assist in the oversight of particular areas.

○ Sunday school attendance 0-49. The superintendent oversees the entire Sunday school.

○ Sunday school attendance 50-99. Department leaders are recruited to coordinate growing departments.

○ Sunday school attendance 100-199. Additional department leaders join in the administrative ranks.

○ Sunday school attendance 200-349. The superintendent and four department leaders comprise the administrative team.

○ Sunday school attendance 350+. Larger departments may need assistant department leaders.

Administrative Committee

The superintendent, department leaders (or 1 teacher from each department), and Sunday school officers from the Sunday school

administrative committee. This committee meets regularly to take care of the maintenance, promotional, staffing, and inspirational needs of the Sunday school. The outcomes and recommendations of these meetings become agenda items in the Board of Christian Education.

The superintendent takes time and energy to communicate, to affirm, and to listen to department leaders. These persons are a team and display a vital demonstration of teamwork to the teachers and workers.

Department leaders follow the example of the superintendent and continue the chain of communication, affirmation, listening, and prayer supporting the teachers in their departments.

Ratios

Christian educators suggest these ratios between teacher and students of different age levels. Ratios are ideals to plan toward in teacher recruitment and in the best use of available space.

Teacher: Students

Nursery 1:4

2-3 year olds 1:5

4-5 year olds 1:6

1st-2nd grade 1:8

3rd-4th grade 1:8

5th-6th grade 1:8

7th-12th grade 1:8-10

Adults 1:30-35 (allows for minimal shepherding by the teacher.)

Condensed from:

"Administration of Sunday School Classes",
Leader Newsletter May/June 1991

HOW IS YOUR ENTHUSIASM?

If God is in the business of making us whole and infusing us with heavenly esteem, then we need to make that same process a part of our approach to educating kingdom activities. Marlene LeFever describes a group of self-made millionaires who were asked to list the qualities that had contributed to their success and rate the importance of each. The final tally looked something like this:

Ability - 5%

Knowledge - 5%

Discipline - 10%

Attitude - 40%

Enthusiasm - 40%

With these statistics in mind, is it any wonder that at Hewlett-Packard, top management's explicit criterion for picking managers is their ability to engender excitement? LeFever, after stating these statistics, poses the question, "How closely, do you suppose, would a successful teacher's percentages match these?" My guess is very close indeed.

Excerpted from

"The Master Plan of Teaching"

by Dr. Matt Friedeman 1989

Victor Books

6 WAYS TO TRAIN TEACHERS

Teaching God's Word is an awesome responsibility, and wise people realize the seriousness of the task. As I talk with many would-have-been teachers, I feel that lack of adequate training is responsible for many of our problems in recruiting workers and holding onto them.

There are six possibilities most churches can explore to train and develop teachers.

When training teachers, always include motivation as well as method. Methods show how a job may be done, but motivation helps workers see the significance of the job they are doing, so they will long to do it better and more faithfully.

1 MODELING

The simplest method of teacher training is modeling or example. Watching great teachers in action is one of the most effective ways of learning.

It is essentially what Jesus did in training His disciples. To give great responsibility to those who have not first proven themselves in lesser areas is an unscriptural practice (Luke 16:1-12, I Timothy 3:6).

Every strong teacher should have a helper, even if the class size does not require one. This trainer-trainee system allows inexperienced teachers to observe good teaching techniques and good discipline management. By working firsthand with a good teacher, the trainee can sense more keenly the teacher's motivation, while he gains experience in supervised, limited activities that do not overpower him.

2 TRAINING CLASSES

A second training method is afforded by training classes and conventions, both in and outside the church. Many churches have developed a successful ongoing training program by instituting a class in the Sunday school hour or Sunday or Wednesday evenings before regular services. Small churches can share teacher training subjects every year or every third year, depending on the depth of training desired. Such training classes should be taught by the very best teachers available, to provide excellent role methods. Teachers with specialty areas may share these. For instance, someone adept in making visuals may spend one or more weeks demonstrating this skill. Also, the new teacher training video, "You Can Do It" available through Foursquare Publications may be used.

Regular staff meetings of teachers and church officers can incorporate training by providing motivation, information and fresh teaching ideas.

3 EVALUATION-COACHING

This method is especially good for strengthening teachers who have specific problems. A master teacher observes a class or teaching situation in operation several times, then discusses in private "coaching" sessions his suggestions for improvement.

Teachers being observed may feel threatened and nervous. It is imperative to have a master teacher who has a gentle approach and can instill a sense of worth and a desire to try again. Strive to take the threat out of evaluation. Evaluators should begin with some praise before criticism or suggestions for improvement are offered.

4 ORIENTATION

This procedure is best combined with additional methods of instruction. Orientation is acquainting a new teacher with his responsibilities by providing a written job description, introducing him to curriculum aids, his teaching room, sources of supplies and people to whom he is responsible.

5 LITERATURE

A church may develop a teacher's library or bookshelf, where literature geared to the teacher is available. The success of this depends on having someone to keep the library in order and publicize it.

Two books to get you started are:

Creative Bible Learning Handbook (Gospel Light)
Early Childhood and Children (Gospel Light)

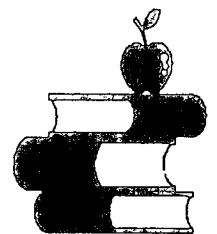
6 AUDIOVISUALS

The sixth teacher training method is audiovisuals — tapes, filmstrips and records. Again, a lending library of these may be established.

Gospel Light publishers have a combination filmstrip and cassette training package for all ages.

You can eliminate the "sink or swim" concept of teaching. Choose one or more of these six training methods and begin preparing teachers par excellence for the world's most important tasks — evangelism and discipleship!

Adapted from "6 Ways to Train Teachers" by Lorella Rouster. Used with permission



ARE YOU CONFUSED ABOUT WHAT IS RIGHT AND WHAT IS WRONG IN CURRICULUM?

Welcome. You have joined the ranks of many Christian education leaders. There seems to be an abundance of resources now available to the local church. These numerous resources can create more questions than answers.

For nearly 50 years the National Department of Christian Education has reviewed and edited curriculum resources for use in Foursquare churches. This valuable service guarantees that the recommended resources available through Foursquare Publications can be used with confidence.

The following questions are often asked by those involved in Christian education regarding curriculum:

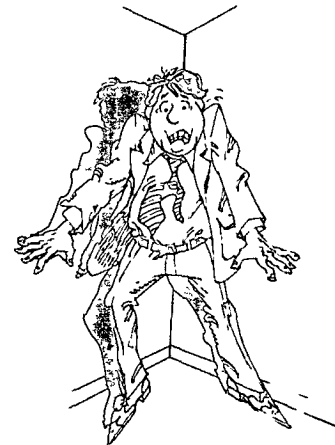
Is curriculum that important?

Yes! John Wesley and George Whitfield were two of Britain's most noted evangelists. As contemporaries almost 200 years ago, they each had approximately the same number of converts but their follow-up differed. George Whitfield's follow-up was very weak and inconsistent. John Wesley carefully set up a curriculum so that his converts were taught the Word systematically. Because of his emphasis on structure and methodology, the churches he established became known as "Methodists." Curriculum still remains the crucial ingredient God uses to develop doctrinal stability and growth within any denomination.

What do I look for in selecting a curriculum?

The criteria for selecting good curriculum includes:

- ☞ Biblical content and doctrinal issues
- ☞ Christian values and lifestyles
- ☞ Well-structured units and lesson plans
- ☞ Planned student involvement
- ☞ Measurable aims
- ☞ Meets the student's interest and needs
- ☞ Visuals and study aids
- ☞ Scripture memorization
- ☞ Bible usage for students
- ☞ Current life applications
- ☞ Evangelistically oriented
- ☞ Missions outreach
- ☞ A three or four year plan with scope and sequence
- ☞ Affordable



What are the strengths of the curriculum recommended by the National Department of Christian Education?

The following articles from the publishers describe what makes each curriculum resource outstanding in the field:

Radiant Life Curriculum Gospel Publishing House

Radiant Life curriculum is developed by Pentecostals for people and churches who place great value on the work of the Holy Spirit. During the developmental stage careful attention is given at each age level to insure broad Bible coverage and balanced doctrinal treatment. All Biblical teachings that contribute to the rich Pentecostal heritage are introduced at the appropriate level and woven into the lesson fabric.

Radiant Life curriculum is designed to be **teacher friendly**. Each lesson is accompanied by a variety of suggested teaching strategies. This provides the teacher with several options in presenting the lesson. It also assists the teacher in planning the best approach to lead students in achieving the learning goals. Many different types of supplementary materials are available each quarter. These visual aids, transparencies, handwork items, worksheets, and more, not only help with lesson presentation but also are a valuable source of enrichment.

Three **teacher growth** articles are included in every quarterly. These educationally oriented articles are designed to help teachers increase their knowledge about students and the learning process.

Radiant Life curriculum is also designed to be **student friendly**. Each lesson is written and edited to correlate with the students reading level. Challenging puzzles, humorous cartoons, interesting handwork, and exciting interaction activities enrich the lesson and capture student attention.

Churches using Radiant Life curriculum can be confident that our Pentecostal heritage is effectively being transmitted to future generations.

Dr. Charles Ford, Ph.D
Curriculum Coordinator

Bible-in-Life Curriculum David C. Cook Publishing

The curriculum of choice for more churches throughout the country than any other publisher.

Over 100 years of Christian education experience goes into each quarter of Bible-In-Life curriculum. The only Sunday school curriculum featuring age-appropriate art for today's visually oriented students in all eight levels, from Nursery through Adult.

Included in each level:

Teacher's Guide:

Designed to make teaching a pleasure, and class preparation easy and effective.

Creative Teaching Aids:

A large packet of posters, activity sheets, games and more to add fun to each lesson.

Take-Home papers:

Each student can leave class with their very own colorful student paper. Depending on the age of the students, the paper may be a colorful card with Bible story and picture, articles about other kids, comic strips, or even interviews with today's most popular Christian Rock stars.

Bible-In-Life offers churches the finest in curriculum because you have to offer your students the best in Christian learning.

Arnold C. Bernsten
Director of Special Marketing

Living Word curriculum Gospel Light

The first time I used Gospel Light curriculum was many years ago when I taught a Sunday School class with my husband. I remember thinking, as I studied the materials, "These curriculum writers have thought of everything!" There were several choices of creative activities that were fun for children and purposeful in getting them into their Bibles -- hands on. If one activity didn't seem

to work for our group, we had other choices, and I always had enough ideas to extend the hour if the sermon ran over! I depended on God's Word and the Holy Spirit to help me minister in truth, but I also appreciated Gospel Light's meditation for the teacher and their expertise in relating the World to the age level.

I didn't know then that God would eventually direct my path to Gospel Light as publisher of the material I had come to appreciate so much. My desire now is that our curriculum will always provide help for every new Bible teacher and will become a trusted friend to seasoned teachers of God's Word.

The following are 5 reasons why you should use Gospel Light Curriculum:

1. **Biblically based**, "hands on" Bible learning in every lesson.
2. **Educationally sound** and child focused -- teaches the way they learn.
3. **Friendly to teachers** -- plenty of choices and options.
4. **Recognizes the role and work of the Holy Spirit**. (interdenominational)
5. **A better value** -- undated materials that can be re-used and not discarded.

Billie Baptiste
Publisher, Gospel Light

Why should I order these materials from Foursquare Publications?

When your church purchases these trusted materials through Foursquare Publications, you directly benefit your church as well as the extended Foursquare family. First, these materials have been reviewed and may be edited for Foursquare church use; Second, by helping in the development and provision of new cost-effective resources (e.g. GOOD NEW BEARS); Third, by generating revenue which is returned in product form to pioneer churches, existing churches, Foursquare Missions, and L.I.F.E. Bible Colleges.

Somehow it seems Sunday school or Bible club comes every other day. I just get through one and suddenly it's that time again.

Ever feel like that? Tired. Not prepared. The kids are getting bored. You need help.

Try these Ten Commandments to help transform your class into a delight.

I. Warmly welcome each child, for it is written: "I was glad when they said unto me, Let us go into the house of the Lord."

Never get so taken with the lesson you're teaching that you forget the little people themselves. Try to discern their moods as they enter. Make sure they know that you are delighted that each has come.

II. Accept each child as he is, for God is no respecter of persons. It's important that each child feels special to you and to the Lord. Have him memorize Psalm 100:3, "It is He that hath made us and not we ourselves." Then each can say, "He made me the way I am. He loves me!"

And remember, don't choose favorites -- even if there is a little girl with red hair and a big grin, who would fit perfectly in your purse to take home.

III. Make class time as interesting as possible. Do your kids know what's going to happen every week? Try a backwards day. Have the lesson first, your songs last. Put up a sign that says, "Music store" and let the children spend pretend money to "buy" their favorite song to sing that day. Don't sing any songs some week. Have a quiz. Be different.

IV. Show great love and concern for each child, knowing that God can supply all the love you need.

Sometimes you can sense that a certain child has had a particularly hard time -- he looks sad or red-eyed -- from trouble at home or at school. Let him pass out the memory verses and choose his favorite songs to sing. Next week, it might be some other child.

Children expect you to teach. The extra things you do show them how much you care.

V. Do not ridicule or humiliate any child. Children are extremely sensitive. Once you've hurt a child's feelings, it'll take a long time to regain his confidence.

Appreciate each child for what he is -- someone special.

VI. Set reasonable guidelines for discipline. Be positive. Expect children to obey. Don't act as if they have already gotten the best of you. Approach your class as the one in charge.

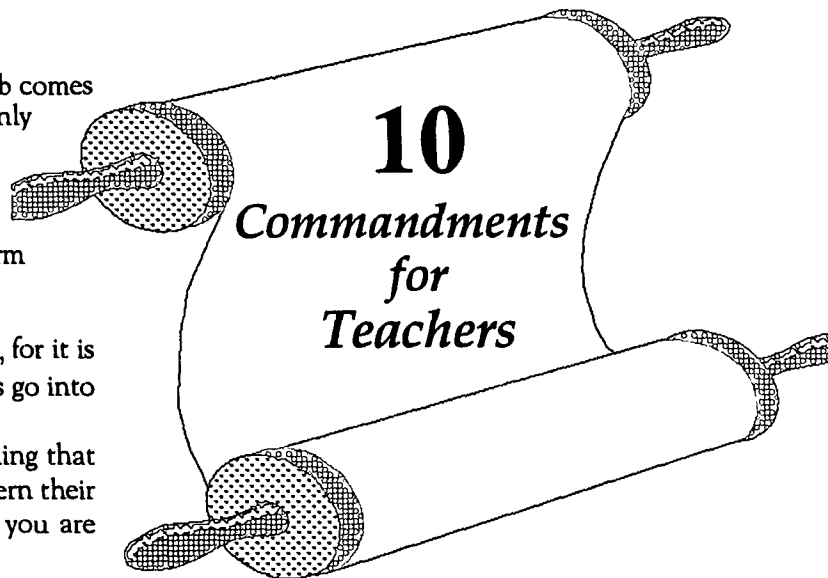
VII. Shower children with encouragement, knowing that one word of encouragement is worth a volume of rebuke.

Praise for improvement, not just for excellence. Some kids seem perfect. They want to sit in the front row and do everything to please you. Also praise the kid in the back row who may not finish his work or learn his verse, but he's trying.

VIII. Teach children to appreciate the church. When they come to class, the children are guests in God's house. Often after they've come for some time, they get to feeling it's their place and they run around and misbehave. They need to be taught. If you meet in a house, they are guests of that home.

IX. Present yourself as a real person to the children for you have not been to heaven yet. Be yourself. Admit you have problems. Everyone relates to someone who has problems better than to someone who has all the answers.

X. Pray for the miraculous to happen in each child's life.



“Rights”

Christian Students on School Campuses



May 1991 marks the one year anniversary of the Supreme Court's 8-1 ruling on the "Mergens case" upholding Christian students' right to meet on school campuses. The following are some of the rights, outlined by the Supreme Court:

1. Students have the right to form a Christian club on campus when other non-curriculum clubs are also available to students (even if they are not meeting).
2. Students have the right to advertise their meetings using all avenues available to other student clubs.
3. Students have the right to invite guest speakers to address their club.
4. Students have the right to study the Bible and pray at their meetings.
5. Students have the right to witness to others on school grounds.
6. Students have the right to celebrate religious holidays as holy days.

If you have further questions about student rights, local school district curriculum, and parent involvement contact:

Dr. Robert Sinnard
The National Association of Christian Education
Citizens for Excellence in Education
Box 3200, Costa Mesa, CA 92628.

For information on how your church can train, help, and pray for Christian educators in the public school system, see the "Equipping for Service" brochure enclosed.

Volunteers

When recruiting volunteers you need to question and evaluate potential recruits. Innocent people will appreciate your concern. It is imperative they understand that the questioning process is for their own protection. Possible questions to include in an interview are:

1. What church did you previously attend? Who was your pastor?
2. What areas did you serve in the church and how long? Did you work with children or youth directly?
3. Are you involved in any other volunteer organizations in which children are a part?
4. Have you ever been arrested or incarcerated?

The Foursquare Sunday School Standards, ICL Sunday School Standards, and The Trouble Shooting Guide to Christian Education has examples for questions on interview forms. With the facts of child abuse being what they are, you should know the background and motivation of those who want to be children and youth workers. Your prayerful and discerning heart before the Lord Jesus is an excellent source in selecting workers.

- Rick Wulfestieg

5 Questions for Goal Setting

Lloyd Ogilvie has written a list of questions for setting goals. They include:

1. What kind of people does the church want to send into the world?
2. Can you describe the church that encourages the development of that kind of person?
3. What kind of church officers make possible that kind of person?
4. Can you describe the pastor that makes it possible to equip that team of officers?
5. What must happen in the life of a pastor to make him that kind of person?



Bearing God's Good News

Thank you! With 12,300 Bear banks and over \$12,000 being received for "Children Serving Children" marks the end of the beginning of children's missions projects.

The money raised is only one of the objectives of this emphasis. The other two being: 1) To teach children life-long biblical principles of world missions; 2) Provide an atmosphere of learning the facts and nurturing the feeling of what it is to be a "missionary."

The Eureka Foursquare Church (Eureka, CA) was No. 1 in giving for this project.

The Good News Bears manual is being revised and will soon be available.

Please don't forget to sign up for Fresh Waters. Write or call Foursquare Publications today!

Characteristics of the Successful Sunday School

- ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲ ▲
1. Discipleship oriented.
 2. Prevailing prayer.
 3. High fellowship and intimacy.
 4. Sharing and caring.
 5. Convictional Bible teaching.
 6. A "call for decision."
 7. Revival testimonies.

Wesleyan Church

24 Problems Men Face

Here are 24 prominent problems that most men face:

- | | |
|---|---|
| 1. Staying in the rat race. | 18. Controlling anger. |
| 2. Leading an unexamined life. | 19. The desire to be independent. |
| 3. Being a biblical Christian or cultural Christian. | 20. Avoiding suffering. |
| 4. The search for meaning and purpose. | 21. Paying the price for integrity. |
| 5. Answering "Why do I exist?" | 22. Leading a secret thought life. |
| 6. Learning the secret to job contentment. | 23. Learning to be accountable. |
| 7. Coping with broken relationships. | 24. Learning how to change in relation to any of these 23 problems. |
| 8. Avoid regrets with children. | |
| 9. Learning how to be happily married. | |
| 10. Coping with the risks and rewards of friendships. | |
| 11. Learning the biblical view of money. | |
| 12. Applying the four pillars of financial strength. | |
| 13. Learning how to make right decisions. | |
| 14. Deciding proper life priorities. | |
| 15. Doing God's will through time management. | |
| 16. Overcoming pride. | |
| 17. Overcoming fear. | |

For solutions to these 24 problems, read "The Man in the Mirror" by Patrick M. Morley, Wolgemuth & Hyatt Publishers, Inc., 1749 Mallory Lane, Suite 110, Brentwood, TN 37027. 309 pp. Hardback.

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You may receive bundle (5 or more) copies of the newsletter to distribute in your church for a small charge to cover shipping costs

If you would like to make a contribution to this newsletter we would appreciate hearing from you.

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