



# DIRECTIONS

## **DISCIPLESHIP** ... *Rightly related to Jesus Christ*

Christian Education is work! You establish your goals and objectives, plan and process your facilities and personnel - it seems the job is never done.

You interview new workers and process the paperwork; you continually deal with workers who are consistently late or don't show up; you have lots of children attending, but not enough money for supplies. Then to make matters worse, many of you have to deal with the Christian education programs being on the bottom of the church's priority list.



*Rick Wulfestieg*

The weariness of DUTY can overshadow the discipleship process God is ultimately accomplishing in the midst of these trials.

DISCIPLESHIP is a nurturing factor, life is poured from one to another. However, there are disappointing days when our lives seem more spilled than poured.

Recently, I have been encouraged by two very significant and dynamic principles that Jesus gave to His disciples in relation to the work of the ministry. They are found in of the Gospel of Luke, chapter 19, when the seventy return with joy, and Mary and Martha are concerned with serving.

**1. REJOICE, THAT YOU ARE RIGHTLY RELATED TO ME** rather than in the success or failure of the task that is before you. When the seventy returned,

they were talking about the success of their work. Christ responded to them "Don't rejoice in successful service, but rejoice because you are rightly related to me." Luke 10:19, 20 (paraphrased)

**2. BALANCE DEVOTION WITH DUTY.** Many people tend to distinguish Martha as the "practical one" and Mary as the "spiritual one." However, scriptures indicate that Martha also sat at Jesus' feet (verse 39) and that Mary also served (verse 40). Both of these women reveal unique spiritual gifts with which they lovingly served God. Their lives are a pattern for the importance of balancing personal devotion with practical duties. These are reconcilable facts of a believing life and should never be allowed to be pitted against one another.

The tendency today is to put the emphasis on happenings (successful service). We need to be people who distinguish the terrific from the important. **The important is that we are related to God through Jesus Christ.** It is the work of God through us that counts. As we understand our relationship with the Lord and grow in that relationship, our service will reflect that growth and be successful in church, work and home.

As we approach a season of terrific happenings, I pray that you will not be overwhelmed by the tasks that are at hand, but rather rejoice that your name is written in heaven and there is an eternal God who loves you and wants a right relationship with you that leads to success.

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# Rightly Relating to Our Learners



## Loving our Learners

Our students bring their God given personalities and learning styles into the classroom as well as their unique family situations. Therefore, their perception of our love for them may be processed through the grid of the unique person God has created them to be. Here are a few ways to express your love for some of the "unique creations."

**The Fun-Loving Student:** Include something fun as part of your teaching to communicate love to this child. also, return the hug and smile he readily gives.

Praise this child's sensitive nature and high standards along with a hug. Communicate how happy you are to have him in your class.

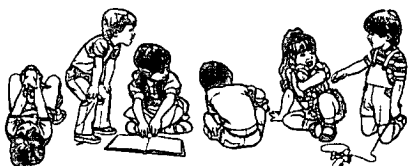
**The Control-Seeker:** Acknowledge this God-given ability and give him opportunities to channel his desire to lead in appropriate ways.

**The Looker:** The child who learns best by what he sees will enjoy a note or postcard with a brief affirming message such as, "I'm so glad you are a part of our class, I love you," or, "We missed you this Sunday; hope you will be back next week."

**The Talker:** For the child who uses talking as a way of processing what he is learning, remember to allow time for him to talk appropriately. This affirms and trains him instead of sending the message: "Your talking annoys me." He responds well to a verbal message of love and caring.

**The Toucher and Doer:** Affirm him through involvement in appropriate activities and serving in class. He will respond well to a friendly hug that says, "I love you and I am so happy you are here."

*Loving Our Learners* by Jody Capehart, *Evangelizing Today's Child*, October, 1993 pg 10



## Teaching Checklist

TO: My Sunday School Teacher  
FROM: Your Student with a Disability

- ✓ It will help me if you remember that I am first of all a child. Most of my needs are just like those of other children even though my physical or mental development is different.
- ✓ Give me what you naturally give to all the children: your love, your praise, your acceptance and, especially, your faith.
- ✓ Please don't worry about me. I'm a lot tougher than you think.
- ✓ Help me to have a successful experience in your class. If you thoughtfully plan a variety of activities, I will always find at least one thing I can do well.
- ✓ Encourage me to do things for myself, even if it takes me a long time.
- ✓ Try to maintain a regular routine so I will know what to expect.
- ✓ Like other children, I remember instructions best if they are short and clear.
- ✓ Let me work out my own relationships with the boys and girls in the class.
- ✓ Give me opportunities to help others.

Original article from *That All May Worship* by Carole Carlson, National Organization on Disability, Washington, D.C. Used with permission from Leadership Magazine, May-June 1993 article entitled Special Ministries.

## Psychological Shifts for Christians to Pursue in American Culture

In the future we should seek:

**SERVICE** to those around us, as a means of making their lives more meaningful, gaining the joy of helping others and the blessing of doing what God has called us to do.

**LOVE** of others before (as) ourselves, gaining self-love through our focus on others, and gaining acceptance from them because, as God did with us, we loved them first.

**CONCERN** about the plight of others, with the desire to see the world find peace and happiness through Christ; focusing on being as well as doing, more on sharing pain and love than blocking it from our consciousness.

"The Frog in the Kettle" by George Barna Regal Books 1990 p. 165

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# Adults as Learners

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## **Adults Are Motivated When They Can See Immediate Rewards For Time Invested**

Time is valuable to adults; they do not want to waste it! Studies on the lack of adult participation in secular learning opportunities showed the greatest reasons to be lack of time and scheduling problems. Many adults would respond similarly about participation in various Christian Education programs.

The Christian education program must be worthwhile. If adults can see the benefits of learning, they will be much more inclined to participate. To encourage adult participation show them how the class (seminar, retreat, workshop, etc.) will help them personally (grow in their faith) or functionally (help them be a better parent, handle money better, etc.). Make clear what they will gain by the study. And when preparing lessons, write as effective and practical lesson objectives as possible.

## **Adults Usually Have a Problem-Centered Rather Than Subject-Centered Motivation to Learn**

Adults are motivated by practical concerns. When left to themselves, adults initiate learning to solve a problem, to answer a question, or to solve a puzzle. If an adult wants to know how to do home repair, catch a bass, sew a dress, use a computer, or to do anything else, he or she will read a book, attend a class, ask a knowledgeable friend, or find some other means to learn.

Know your student's interests. What are the questions, problems and needs that concern them? Adult learning does not take place in a vacuum. Life experiences dominate adult's thinking, and they approach learning in response to issues that confront them. This is why "how-to" books and seminars do so well, adults respond to their problem-solving with biblical solutions. Bible stories without life-related emphasis have little meaning to adults. Your challenge is to bridge the gap between Bible content and life application.

## **Adults Are Motivated To Learn How To Cope With Social Roles and Developmental Tasks**

Every adult has certain roles to play in life, (e.g., spouse, parent, friend, or worker) and faces various developmental task (e.g., selecting a mate, rearing children, managing a home, find a job, adjusting to the death of a loved one, and retirement). These involve a certain readiness to learn or a "teachable moment."

Adult learning programs should be timed to coincide with adult motivation coming from these teachable moments.

Newly married couples or new first-time parents are examples of adults motivated to learn how to deal with their new social roles. They will naturally be among the most responsive to a class on marriage or parenting. The same is true of any adult undergoing the stress and demands of life's transitions.

## **Adults Have Different Learning Motives**

Research has identified three types of adult learners. The first is *goal-oriented learners*. These people use learning to gain specific, concrete objectives. For example, they may be intent on learning to speak in public, or to deal with a particular family problem, or to use better business practices. They will select whatever method that best achieves their purpose - taking a course, joining a group, reading a book, or taking a trip. This need-to-know motivation is basically an extrinsic reward for learning. Most adult learners fall within this group. They learn only to reach a goal; it is a means to an end, not the end itself.

The second type of adult learner is *activity-oriented learners*, who participate primarily for the activity itself rather than to develop a skill or to learn a subject matter. They may take a course or join a group to escape loneliness, boredom, an unhappy home or even to find a spouse. This is unrelated to a reward for learning, but is related to the activity involved - meeting new people, getting out of the house, etc.

*Learning-oriented learners* make up the third group. They pursue learning for its own sake. They simply enjoy learning, and desire to know and to grow through learning. Most are avid readers and enjoy watching serious television programs. These are the people who make extensive background preparations when traveling in order to appreciate what they see. This "learning-is-its-own reward" approach is basically intrinsic. Learning is not a means to an end, it *is* the end.

Keep in mind that all three types of adult learners are involved in adult educational ministries. Some come to Sunday school to find answers to their life problems. Others come primarily because of habit, they enjoy going to class and the fellowship they find there. Still others come because they enjoy learning about the Bible, and they want to know more just for the joy of learning. And many adults come with a mix of these motivations."

Excerpted from "Focus On ADULTS, A Handbook for Teachers" by William P. Campbell Gospel Publishing House, © 1993, pp.22-24.

# Creating Visibility for

We are featuring three churches of various sizes who have practiced the following principals that have helped

## 1. Central Theme or Focus

The Coastlands Foursquare Church in Aptos, California, has developed a nautical theme for their children's ministry program as they are located near the coast. The opening time features "Captain Hooked" who shares stories and special activities. Each class has their own name, logo and class banner. This promotes identity, unity, and ownership for the children.

The Modesto, California, Foursquare Church took advantage of the Gospel Light Vacation Bible School theme "Amazing Journey Back To The Bible." The teachers dressed like Bible time characters and constructed a "time tunnel" for the children to walk back into Bible times. Most of the activities were based on what was probably done back in those days.

Crossroads Community Foursquare Church in Rocklin, California recently dedicated their new Sunday School and Good News Bears Club facilities. They've christened it "Kids Kampus."

Christian education is "real ministry" as the pastor leads and directs through personal involvement. This process provides the pastor a unique role in equipping God's people of ages for the work of the ministry. A discipler is an EXAMPLE, AN ENABLER, AN EQUIPPER.



Aptos, California Christian education staff luncheon, with "Admiral Daniel Brown," Senior Pastor, in attendance.



The new "Kids Kampus" in Rocklin, California

## 2. Pastor's Involvement

The Coastlands sponsored a kick-off luncheon for the Christian Education staff. The Pastor (a.k.a. Admiral Daniel Brown) dressed appropriately for the affair and participated in the luncheon.

In Modesto, the Pastors Ken and Wanda Swett were involved and visible throughout the VBS program.

At Crossroads, Harlyn Matson, the Senior Pastor, helped dedicate the newly purchased house that accommodates between 75-80 children each week. They had previously been using a facility 3 blocks from the church. Pastor Matson is always concerned about what is happening in the children's programs.

# Your Children's Ministries

their children's ministries programs become more successful.



Pottery making at the Modesto, CA V.B.S.

## 4. Communication

Coastlands produces a newsletter that is available to all parents. The newsletter contains information about special activities, and camp information. Each newsletter has a teacher feature, memory verses for each class and special things children submit.

Rocklin sponsored a "Tools For Parenting" class to help parent/child relationships in their church. They keep parents informed of activities via flyers, write-ups in the church bulletin, and one-on-one communication after class when the parents come to pick up their children.

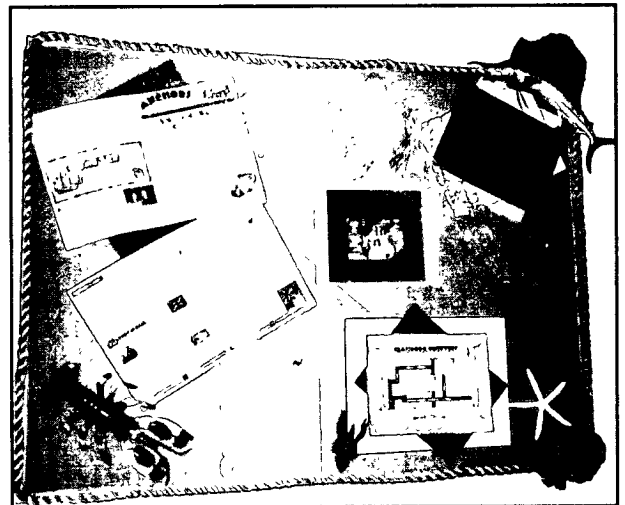


## 3. Promotion/Community Relations

Crossroads has established a slogan "A Church Known To Love Kids." This is the ministry they want to communicate to people coming to the church.

The Modesto Church was written up in the local paper. The paper allowed a full page with photos.

The Coastlands has created an information booth and a bulletin board with a location map, upcoming events, and the accomplishments of children in the church.



Children's ministries bulletin board at the Coastlands Foursquare Church.

Here are some suggestions to make your Christian education more visible:

- 1) Know your mission and make it known.
- 2) Be creative with what you have.
- 3) Involve everyone you can in fulfilling that mission.
- 4) Enjoy yourself, an enthusiastic attitude is contagious!

*We would like to feature your church ministry in Directions, write us with your working ideas and photos.*

Captain "Hooked" with the children during opening session. You can see the class banners in the background.

# Rightly Relating to Our Children

*"You know that I have dealt with each of you as a father deals with his own children, encouraging, comforting and urging you to live lives worthy of God, who calls you into His kingdom and glory."*

I Thessalonians 2:11-12



Think back when you were a teenager and ask yourself these two questions:

What did you want from your parents?

What did you NOT want from your parents?

As you read this article as parents and Christian education leaders, think about how you are nurturing and discipling our young people. There are four key elements that can make a family closer.

## PARENTAL HARMONY

As children grow older, husbands and wives tend to hug and kiss less and argue more... and the kids notice. A drop in parental harmony (rarely successfully hidden from children and resulting from the stresses of adolescent years) causes almost 60% of youth to report they feel like "emotional orphans" in their homes. They often feel they are the blame for disharmony. But in the family where parents remain close, teenagers gain a natural inner resistance to the toxins of life.

## PARENT-YOUTH COMMUNICATIONS

Family closeness is impossible without lots of communication. Only one third of teenagers report that they have good talks with their parents. Parents are saying they want their children to talk more.

You can keep communication stronger first by recognizing the natural blocks adolescence raises:

1. Your child is preoccupied with enormous physical changes being experienced. He or she has limited experience in verbalizing feelings (so your best questions will be those which inquire as to how he or she feels about something). Another is that your child wants more control over his or her decision which automatically generates some resistance to parent authority. Parents and free advice - I didn't need a psychologist, I needed a friend.
2. Good communications takes time in order to yield the desired strengths of relationships. The average child today spends three minutes in conversation with their dad. When children do talk, here are topics which can usually launch a meaningful conversation: looks, school performance, fears about death of a parent or loss of a friend, treatment from friends, societal violence, finding a job or career in the future.

## PARENTAL DISCIPLINE OR CONTROL

There are three main types of discipline and each shapes a child and family closeness in a different way — the first two create distance while the third encourages togetherness.

**"Autocratic"** discipline wants strict obedience most and uses punishment or force to gain compliant behavior. Verbal give and take is not encouraged by this kind of either very protective or very neglectful parent who believes that his or her position should always be accepted as right. The effect of this over-control: greater distance between parents and youth and on-going power struggle in the home.

**"Permissive"** discipline is carried out by the parent who views himself or herself as a resource to be used as the child wishes, rather than as the one responsible for shaping the child's future. As few restraints as possible are set up, but unfortunately, kids often read this approach as a form of rejection.

**"Authoritative"** discipline falls between the autocratic and permissive styles and works best — balancing the firm control of an authoritative parent with the freedom of a democratic approach. This parent affirms the child's own qualities and style, while at the same time setting standards for future conduct. It gives the child a clear sense of being valued, resulting in a greater service orientation, concern for people, less alienation and more commitment to religious faith.

## PARENTAL NURTURING

Acts of love and care-taking are a very powerful parental force for family cohesion. Four ways this is expressed are: 1) Regular shows of affection. It shouldn't be, but hand-holding, pats on the shoulder and hugs tend to decrease in frequency as children grow older. 2) Respecting the child's privacy builds the trust necessary to keep a family close. 3) doing family activities together such as observing traditions, having meals and taking vacations. 4) Developing a support system with extended family and neighbors.

It is little wonder that the world's enduring societies have always emphasized family unity. It's basic, and this explains why we, in the most advanced technological age of options known to man, still place our highest value on family ties.



# Right Relationships With Your Children's Church Workers



## Recruitment

Heavy sigh. Does it ever end?

First we need to throw out our assumption that recruitment is a task we can finish. Recruitment is an ongoing process in any volunteer organization. The fact that we continue having to recruit doesn't mean we haven't done our job well—it means we are still doing our job.

If recruitment will be ever with us, how can we pave the way to new workers? A lot of it has to do with doing a good job with the workers we already have. Maintaining an exciting, meaningful program is the best tool to finding new workers.

### **Rule #1 - Keep the workers you have.**

Happy workers consider staying. Frustrated workers don't look back. Return calls. Respond to requests.

From a staff member's perspective, one item on a list of needed supplies doesn't stand up and scream necessary! But to the teacher who will need tape next week, not having it will cause her to run from room to room looking for tape or send someone to do it. While the teacher or worker is looking for some tape, the class is less one adult and whatever momentum they had is broken. The little things matter.

### **Rule #2 - People familiar with the program are more likely to serve.**

This is why parents suddenly show an interest in programming for an age group when they have a child that age.

Helpers: Use adults or older teens with a low level of preparation responsibility who are there to keep up class momentum and relate to the children. Helpers grant more opportunity for individual attention. They buy time for the teacher. Oh, yes, and helpers often become teachers.

### **Rule #3 - Know what is happening.**

Let teachers tell you the little things the kids do. Spend some time in the classrooms. If you know good things that are happening in Children's

Church, you are likely to talk about Children's Church and generate some excitement and interest.

### **Rule #4 Look for monsters and trim them to a manageable size.**

Perhaps your program has gotten out of hand. If the church body is not granting you the support through workers, it might be time to trim the age group span. Let some ages join their parents in the adult worship service. Or set up a class to prepare them to be helpers. People will be more drawn to a small program going well, than a large monster of a program that is grinding to a halt.

## Communication.

Because of the frequent practice of rotating staff in a Children's Church program, effective communication is a must.

Clear communication is necessary between the coordinator and workers. Exactly which Sunday is assigned to whom? What time is best to arrive? When can they leave? What has happened in the previous hour? What will happen in the hour following? What information are the workers responsible for communicating? From whom do they get this information and with whom do they share it? Were the children given snacks? Are there restroom needs to consider? Are there any food allergies? Are there any visitors? What are their names? Is there any information to be communicated to the parents when they arrive?

Establishing some system of communication can be as simple as sending out reminders the week before a volunteer starts. Prepare a packet of information that can be sent out as the reminder. Include a list of do's and don'ts for the rooms. (Post them in the room as well). List specific responsibilities of the Children's Church staff (snacks, restrooms, roll taking, offering, etc.). Include an explanation of where to find supplies.

Also include a name and phone number of whom they may call in case of questions.

Sunday morning can be hectic. The more pertinent information the volunteer has before walking into the classroom, the easier he or she will be able to focus on the children and have a successful session.

## Transition

The transition between Children's Church and Sunday School easier if you have prepared for transitions activities and the workers understand their responsibilities.

During the transition, particularly if you work in a multi-use room, some teachers are going and some teachers are coming—you hope. Some of those children may not be happy about it.

A peaceful classroom within the hour depends greatly on the way the workers handle the transition time. What are some of the things you can do to make transitions smooth for both the children and the volunteers?

Incoming workers should come early enough that both sets of teachers are in the class with the children, at least for a few minutes. Only one arriving worker should stand and talk with one departing worker to learn about visitors, individual concerns, or format changes. The other workers should focus on the children.

Provide an activity. Puzzles, art or a game (in which the amount of participants can fluctuate) will span the gap well as children arrive and leave.

Assign one worker to facilitate the coming and going of parents and children (greeting parents, gathering papers or take-homes, saying farewell).

If the children have been very still, lead them in some physical activity before sitting down for a long period of time.

Excerpted from an article "Children's Church" by Carol Smith written for Scripture Press.

# Here's Some Beary Good News. . .

Omaha, Nebraska



The Good News Bears club at the Trinity Hope Foursquare Church meets every Saturday at 2:00 p.m. from April through December. The club consists of approximately 200 children between ages of 3 and 13. 90% of the children are black, coming from single-parent households in a depressed inner-city area. They are one of the few churches that reaches out to the community.

This is just the type of group Reverend James Patterson imagined when organizers, playing Pied Pipers, dressed as clowns and handed out candy and dished up ice cream sundaes to recruit children into the club in May 1992. At first the church underwrote the expenses, but now they receive donations from individuals and local businesses who have seen the life-changing results of the outreach.

The "Bears" are organized by age for activities that range from field trips to Adventureland in Des Moines to basketball camps and Bible workshops. They charter buses for these special field trips.

"Field trips expose the kids to positive environments and successful role models. The seeds for successful living are then planted into their minds. These are kids who are dealt street issues every day of their lives, they need to be taken out of that environment and see positive things happening elsewhere."

From the beginning, the program targeted street-tough, macho kids, a lot of them with a chip on their shoulder. Their problem-solving skills were based on their oppressive experiences. The first thing we do is give them hugs. We are persistent in loving them. "We've seen the walls come down. They're confiding in us and working through issues." Their basic need is love, acceptance and forgiveness.

The enthusiasm of the workers and children is contagious. Their curricula consists of Fresh Waters and Urban Ministries resources. In the beginning, it seemed as though this ministry was a free babysitting service; but God spoke to them about being faithful and the ministry grew. The children do not want to go home afterward. They take their positive experiences home with them. The parents are saying that their children don't stop talking about the Good News Bears club. Now that they are in their second year, a lot of parents are now becoming involved with the program.



## Special Ministry Resources:

**Bonus Issue of Fresh Waters** - Some of the original issues have been condensed and brought together to provide nearly nine months worth of lessons. The issue includes Bible Discoveries, special activities, holiday ideas, and opportunities for earning badges. Will be included in the Leader's Kit, but can also be sold separately.

BONUS ISSUE OF FRESH WATERS \$14.00

**Seven Laws of the Teacher** - by Dr. Howard G. Hendricks. This kit includes seven 45-minute videos, a 104-page course notebook with practical applications, a 32-page leader's guide with reproducible masters and a course textbook that enables the instructors to review the principles being taught from the videos. A certificate is issued to each student upon completion.

COMPLETE KIT	AT110VHS	\$345.00
LEADER'S BOOK	AT210TM	\$10.00
STUDENT'S BOOK	AT310SM	\$10.00
READER(hardback)	AT410HB	\$10.00

**Seven Laws of the Learner** - by Bruce Wilkinson. Kit provides seven videos (2 segments per tape), leader's guide, student workbook, and course workbook.

- 1: Law of the Learner. Renew their desire to teach.
- 2: Law of Expectation. How to draw high achievement.
- 3: Law of Application. Create results in lives of students.
- 4: Law of Retention. Teach more and increase retention.
- 5: Law of Need. Reach students where they are and bring them where they should be.
- 6: Law of Equipping. The biblical model of equipping.
- 7: Law of Revival. As teachers experience revival, they ignite it in others.

COMPLETE KIT	AT120VHS	\$345.00
LEADER'S BOOK	AT220TM	\$10.00
STUDENT'S BOOK	AT320SM	\$10.00
READER (hardbound)	AT420RG	\$16.99

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

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