

yes!

Here it is --- the Idea Book Binder -- the notebook in which to put ideas and ideas and ideas

And, we're even giving you the ideas

In the last Sunday school packet (for fall and winter) there was a section of Idea Pages (in a poly bag, with a pink $\frac{1}{2}$ sheet that glared up at you). Those pages go into this binder. Insert them first.

Now, after inserting the pages from the last packet, insert the ones which are here, in this poly bag. Where do they go?

All the pages for the Idea Book are coded at the bottom, with the name of the section--Holidays, Special Days, Visitation/Evangelism, etc. Place all pages behind the divider, always filing to the back of other pages already in that section.

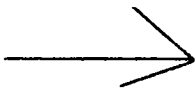
Lost your first section from the past packet?

We do have a few of these which can replace those you lost. Use the order blank to obtain these. (Item #AS176TF)

Additional pages will reach you through the Sunday school packets each time. These, too, will be coded to be inserted into the various sections. Build your idea book for quick reference; use it often.

Have some ideas of your own?

Care to share them? Please send them in and we can share them with others--through the Idea Book.



One more idea: design a simple "Check-Out" Sheet to use when workers wish to use the Idea Book. Put it right in the front of your Idea Book and use it every time someone takes one of the pages. Heading might read:

Date	Name	Page Code	Date Ret'd
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INTRODUCTION

An IDEA BOOK. Yes, this is an Idea Book and its purpose is to provide ideas, and ideas, and ideas for Sunday school leaders. Periodically from the International Sunday School Department additional ideas will be sent for you to include in this binder.

This is not a program book. Although many of the ideas here may be developed into a full program for your Sunday school, the development is left in the hands of the local leader.

This is not an evaluation guide. The Sunday school does need to stop and review its objectives, its planning and its entire program, but there are other tools provided for this.

This is not a "cure-all" for Sunday school woes. The suggestions contained here will help the Sunday school leaders add variety and innovation to the existing program.

This is an Idea Book. There is nothing really absolute about these ideas. They can be hindrances if they are used as a substitute for God's blessing. The New Testament is full of ideas, programs, successes where there was no pre-arranged planning, no committees, or a lot of other things. And yet things really happened that have never quite been surpassed to this day.

If the ideas in this book are an aid, fine. If not, you won't need to worry about them, for when your Sunday school experiences a spirit of revival and evangelism, ideas and plans and proper programming will be taken care of anyway.

For bigger and better Sunday schools

International Sunday School Department

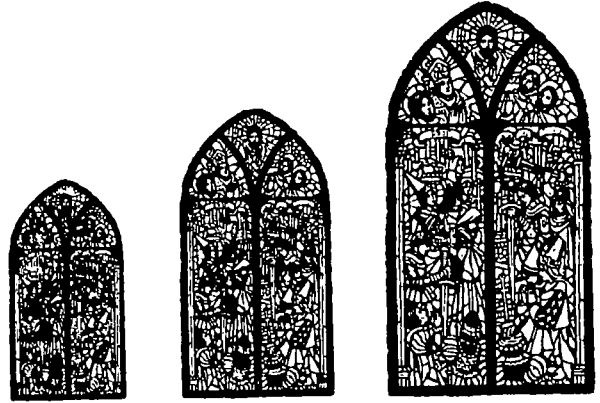
ACKNOWLEDGEMENTS

The materials in this book have been collected over a long period of time. Many of the original sources are unknown to the editor.

The editor wishes to acknowledge the original authors, whomever they may be. We are confident that they too, would urge the users not to question from where these ideas were compiled, but rather to use them for furthering the Kingdom of God.

Foursquare Publications
1100 Glendale Boulevard
Los Angeles, California 90026

WORSHIP



WORSHIP IS

WORSHIP time has been described as resembling the stalagmites and stalactites in a cavern. Little by little, drop by drop, limestone deposits are built up until the two columns meet and fuse into one strong column, able to support great weights. Little by little, great principles of living emerge from constant daily devotions (worship).

WORSHIP takes place as the heart and mind of man reaches out to find God and finding Him he loves and adores God.

WORSHIP is reverence, honor and respect.

The Importance of Worship

In his book "The Christian Worshipping." V. L. Stanfield gives ten reasons why worship is important to the Christian.

1. to sustain a sense of oneness with God
2. to fulfill our need for fellowship
3. to give purpose and meaning to life
4. to make us aware of our limitations
5. to find answers to life's problems
6. to gain strength to live abundantly
7. to change perspective
8. to receive instruction
9. to renew a desire for service
10. to receive salvation and assurance

What Is Involved In Worship

A glimpse of what is involved in true worship can be seen from Psalm 105. When David set up the worship program of Israel, he gave this Psalm to the singers (1 Chronicles 16). The first five verses of the Psalm are a call to worship for God's people. In the verbs, the action words here, a Bible picture of what is involved in true worship is seen. The verses tell what the worshipper of God is to do.

*Give thanks unto the Lord; call upon his name;
make known his deeds among the people.*

*Sing unto him, sing psalms unto him, talk ye
of all his wondrous works.*

*Glory ye in his holy name; let the heart of them
rejoice that seek the Lord.*

*Seek the Lord, and his strength; seek his face
evermore.*

*Remember his marvelous works that he hath done;
his wonders, and the judgments of his mouth.*

This worship Psalm is a picture that points to truths about true worship.

The following elements can be observed in this Psalm:

"Thanks" and "Praise". (also see Psalm 150:1)

Prayer—" . . . call upon Him; seek Him. . ." (also see Matt. 21:13)

"Singing"

Testimony—" . . . talk; make known. . ."

"Rejoicing"

"Remember His marvelous works" Meditate and recall His goodness.

Worship is not limited to a particular place. It can occur anywhere that an honest heart seeks its maker.

Worship is not limited by the age of the worshipper. The very young and the very old can experience love and adoration for God. The young child simply responds to God in love and awe as he observes creation around him. Older children, learning the Word, and learning from a personal experience with Jesus Christ, worship with knowledge. Young people searching for answers to life and their identity respond with gratitude to a God who is there with the answers. Adults can explore limitless depths in worship as they continue to experience spiritual growth.

WORSHIP SCRIPTURES

Psalm 95:2 "O come, let us worship and bow down; let us kneel before the Lord, our maker."

Revelation 22:9 "...worship God."

John 9:31 "...if an man be a worshipper of God, and doeth his will, him he hearth".

Psalm 96:9 "O worship the Lord in the beauty of holiness. . ."

Matthew 28:17 "And when they saw him, they worshipped him. . ."

Psalms 138:2 "I will worship toward thy holy temple and praise thy name for thy loving-kindness and for thy truth. . ."

John 4:24 "God is A Spirit; and they that worship him must worship Him in Spirit and in truth."



FAMILY WORSHIP

The family should worship God together. The setting and time can be determined by the family. A family Bible may be used to read the scripture. A specific theme may be pursued with each of the family members becoming involved in study and worship experiences according to his own age-level and ability to participate.

Involvement could include:

Assignment-report
Research
Problem-solving
Questions and answers
Discussion
Memory Work
Listen for ideas as the Scripture is read/sharing
Rotation of reading, praying and discussion leading
Music

Often children have questions about the aspects of the church worship services, such as, why we clap our hands in church; why we raise our hands, etc. A discussion of these aspects of worship will not only inform them but will also train them so that they, too, can become involved in worship during the adult service.

Close "family worship" by holding hands, forming a circle. This circle indicates a bond of love and unbroken fellowship.

Families should be encouraged to take time for "family worship". Setting aside time regularly for family worship can result in strength and encouragement needed to face each day.

A WORSHIP LESSON

Instructions for making the suggested visual:

1. Sketch a picture of the church as illustrated including the dotted lines.
2. Cut up the inside of the church into puzzle pieces that will be placed within the framework as the various activities of a church service are discussed.
3. Make up some puzzle pieces that do not fit and which indicate activities that should not take place during worship time. You may want to add other pieces to those suggested.

When we come to God's house to worship, there are those things which belong there and there are those which do not. "Why did we come to church today? Why do we worship the Lord?"

"Let's see what goes into worship." (Put up the framework of the church. Note: Leave the last piece "reverence" until the last.)

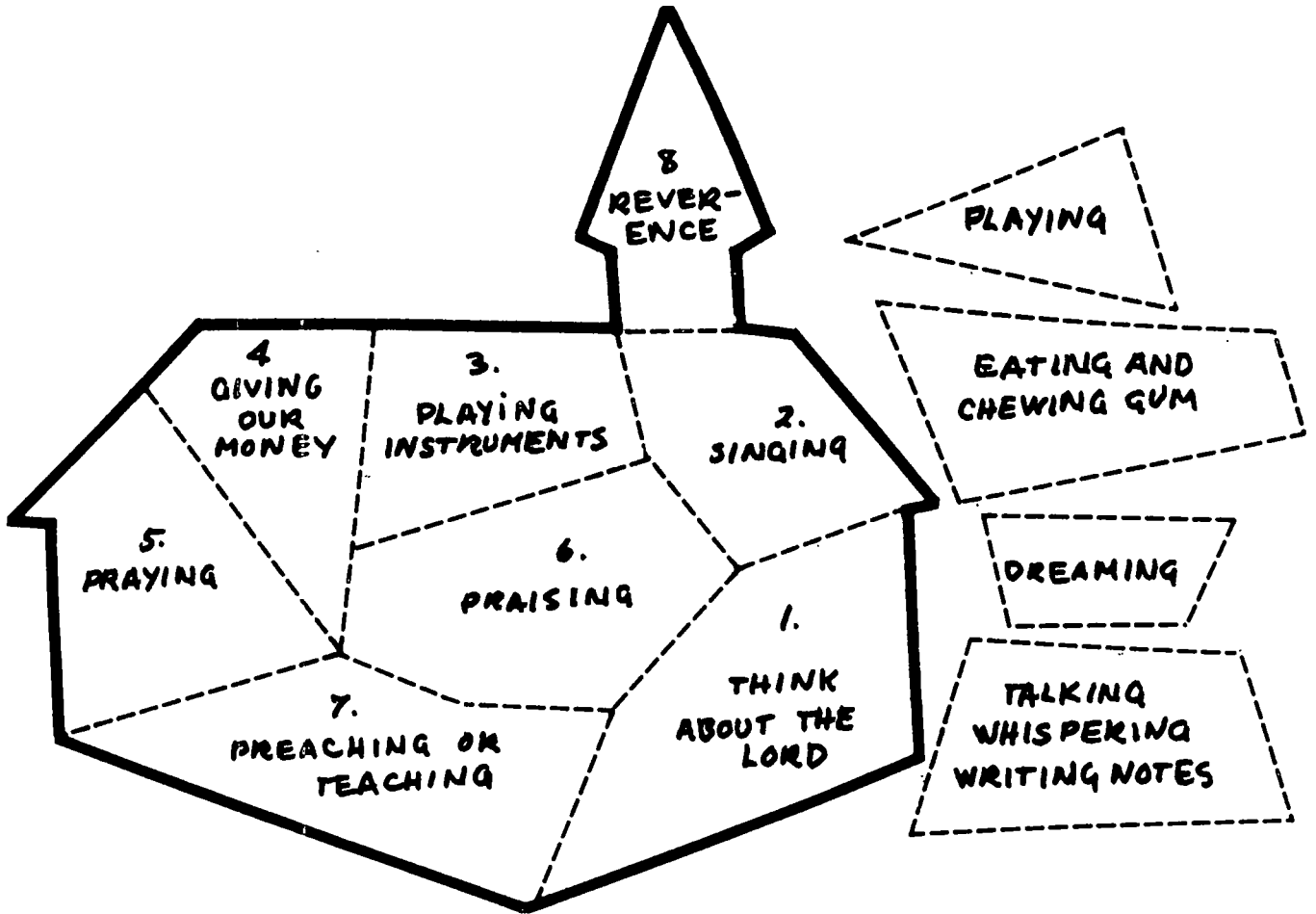
1. We should think about the Lord. (Place first piece and read Psalm 48:9).
2. We should worship Him by singing. Psalm 150:3
3. We should worship Him by giving our money. Malachi 3:10
4. Worship includes praying. Matthew 21:13; Psalm 150:1
5. Listening to the preaching is another part of worship.

Things that do not fit:

1. Playing
2. Talking, whispering
3. Writing notes
4. Chewing gum
5. Dreaming
6. Other activities

"What is this (*pointing to church*) little spot left for? Let's put into this building the attitude we should have in His house — "reverence". Read Leviticus 19: 30. What does it mean to be reverent? According to the dictionary, it means showing deep respect, wonder, and love. When we think how wonderful our Heavenly

Father is to send His only Son to die for us, and how great He is to have all power to create the world, including us, it is easy to revere God and His Son. Pray, asking God to help each one to worship Him in the way that he should."



WORSHIP CENTERS

Use a table appropriately sized for the age-level. Display one of the following:

1. Open Bible with vase of flowers.
2. Picture of Christ and an open Bible displayed with flowers or others of God's creation.
3. Lighted map with picture of people from other countries.
4. Plaques with scripture verses.
5. Cross with picture of Christ.
6. Seasonal displays such as the horn of plenty, nativity scene, etc.

Caution:

Be sure that the display always appears neat and attractive. It should be changed periodically.

Be sure that all objects may be handled safely (especially by children.)



WORSHIP FOR CHILDREN

Using a specific theme, the following elements will help in planning for worship experiences for children.

PRELUDE—sets the mood for worship. It is intended to be the beginning of worship. Music can be used. The spiritual expression of the musicians is important.

CALL TO WORSHIP—intended to call the attention of the group to the purpose of the meeting or service. You may use scriptural calls to worship such as Psalm 95:6, etc.; paraphrased scripture; or non-scriptural calls using a thought regarding worship.

SINGING—Singing of hymns and scripture may be the finest kind of worship. It is important that the song leader realize the meaning of true worship. Special music may be included.

SCRIPTURE READING—Choose the scripture wisely. Make sure the content is suitable. A preliminary statement is helpful. Responsive readings may be used or scripture may be read together. It is advisable for everyone to use the same version if they are to read responsively or together.

PRAYER—Elements of prayer include, adoration, confession, thanksgiving, supplication, submission. Use sentence prayers for children.

BIBLE STORY—Choose a topic in keeping with the theme. Be aware of the needs of the children. Prepare well. Be sure to apply to their lives what you have presented. They should be doers of the Word, not hearers only.

OFFERING—Worship by giving. Explain concepts of stewardship.



WORSHIP AT CHILDREN'S CHURCH

A LETTER TO PARENTS

Dear Parents:

How do you evaluate the Christian Education program of our church for your (*fill in grades or ages*) child? Is it all you would like it to be, or are there areas of Christian training which it fails to include? These are the questions I must ask continually as a (*your position.*)

Because of our children's active minds and bodies, they present a great challenge to the world of today. Communists and others train their youth to meet that challenge by training in every aspect of their active beings. Can we afford to do less at (*name of your church*)?

To help us meet this challenge our church conducts children's church for your child. We seek to teach your child the doctrines of the church; help him to learn the real depths of worship and train him to serve God and others.

Our children's church is not intended to be mere entertainment but we plan it to be a meaningful worship experience, developed solely for the children, geared to their interests and understanding.

You, as parents play an important part. Your encouragement and support of this program will be evidenced by your child. Church-time for your child is scheduled for (*date, time, place*). We're looking to your child to become a leader in his own church; a church that will help meet the challenges that he faces.

Sincerely,

YOUTH AND WORSHIP

"Love Feast"

Bread-breaking Service

A bread-breaking service provides opportunity to show our appreciation one for another, in the Lord; to discover there is great spiritual strength in unity. We do need each other, and can find real release in sharing one another's burdens in personal prayer for each other. (Acts 2:42 & 46).

Prepare in advance:

- Large loaf of uncut bread.
- Communion table.
- Recorded music.
- Leader whose testimony speaks of true dedication.
- Prayer.

Open with appropriate music on the theme of love.

Speaker: The following outline can serve as a guide for about 15 minutes of devotional instruction regarding bread.

- I. Bread is an essential article of food.
- II. Bread is a sacred thing.
- III. Bread is a gift of God.
- IV. The supply of bread is always plentiful.
- V. Bread is the result of a process of preparation.
- VI. Bread must be partaken of personally.
- VII. Bread is used daily.
- VIII. To eat bread is pleasant and satisfying.

Bread-breaking

As the speaker concludes, he should break (not cut) a piece from the bread loaf, and explain the procedure which is to be followed. Having once broken his piece, he is to go to another Christian and tell of his appreciation for him, encourage him, pray together, etc. The leader becomes part of the group. The group will smoothly move to one another and a bond of unity will be realized.

Prayer together or at the altar may conclude this time.

For an expanded explanation of this and other worship services for youth see the "Action Album" available from Foursquare Publications.



MUSIC AND WORSHIP

LET'S SING

A simple skit designed to help consider church music. Does it always contribute to the worship time?

Characters:

Pastor
Song Leader
Church Pianist (or organist)
Mr. C. Sharp (a new Christian and member of the church)
Miss Mary Melody (a teen-ager)

Scene:

Informal meeting of the church music committee.

Pastor: Well, I'm glad to see every member of the committee in attendance.

Song Leader: We realize that we are here to take a good look at our church music, and some of us feel it would help in our discussion to have you bring us up-to-date

on the story of our hymns and songs. How about it? Will you be our historian?

Pastor: I am not sure at all about that "historian" title, but a study of the origin and development of sacred music is certainly fascinating and appropriate too. Our religious music is of ancient Hebrew tradition. One source says Tubalcaïn struck the anvil with the hammer and noticed the different pitches made by the various strokes. He then tried to imitate them and became the first singer of the Hebrews.

Pianist: (With a chuckle) That sure describes the way my piano playing sometimes sounds to me—like a man with a hammer and an anvil.

Pastor: As early as the fifteenth chapter of Exodus we read how Moses and the children of Israel sang the song of deliverance and triumph as they were led out of captivity and through the Red Sea. Then there was the shepherd boy, David, who became the "sweet singer" of Israel, the first musical therapist, and author of the wonderful poetry of the Psalms. It was during David's time that trained singers and players and a variety of instruments were used. Psalms were usually chanted

and sung antiphonally, that is, with one choir responding to another. Under the influence of Solomon, son of David, the quantity and quality of the Temple music was increased. There is a description of one of the services in II Chronicles.

C. Sharp: (*opens Bible*) What chapter?

Pastor: I think the fifth.

C Sharp: (*Finds II Chronicles 5:13-14*) This must be it. (*Reads verses.*)

Song Leader: I'd like to be the song leader in a service like that!

M. Melody: That really is thrilling, isn't it? Did the music keep improving?

Pastor: No, I'm sorry to say. After the death of Solomon we have the sad music of the Book of Lamentations. The Israelites were again captives, this time in Babylon. As a matter of fact, things were very dark at the close of the Old Testament. The joyful songs of Moses and Miriam and Deborah and David and Asaph and Solomon had disappeared from the synagogue worship, and religious music became formal and mournful.

Song Leader: You might say that the world lost its song.

Pastor: Right. The next song of joy was the one the angels sang to announce the birth of Christ. . .and the "good news" of that song has kept Christians singing ever since. His touch on the lives of people from then on till now has always changed the minor notes and discord of sin and tragedy and sorrow into the triumphant major of the victory march.

Pianist: Is there any record of Jesus and His disciples singing together?

Pastor: Yes. There is one time in particular when they met together for the Last Supper. They sang one of David's psalms.



Song Leader: I remember a famous duet sung by two of His followers.

M. Melody: I know! You mean Paul and Silas.

Song Leader: And someone has said that God was pleased with their song, so He joined in with a thundering bass that shook loose the prison doors.

C. Sharp: Those early Christians had to have something in their hearts to be able to sing songs of praise in the midst of persecution.

Pastor: Yes, because the pressure was on. They sang in the secret meetings in the catacombs of Rome. And in the great Colosseum arena, awaiting death, their singing could sometimes be heard above the roars of the hungry lions and the shouting of the blood-thirsty spectators.

Pianist: You might say they were the most wonderful "volunteer choir" in history.

Pastor: A fifteenth century leader who believed in congregational singing was Martin Luther. He broke away from tradition by singing "humanly-composed" songs, such as "A Mighty Fortress Is Our God", which is based on Psalms 46. And then in the early 1700's came the "father of English hymnology", Isaac Watts.

Pianist: Oh, wasn't he the one who complained to his father, who was the pastor, about the dullness of the hymn singing in their church? And his father said, "If you can do any better, why don't you try?" So he did. The next Sunday his first hymn was ready and was so popular that he wrote one for every morning service for the next two years.

Song Leader: Thanks, Pastor. You have given us a fine start. When I was thinking about this meeting, I jotted down several questions that I have asked myself. Here they are. (1) Is our present music program the best we can have? (2) What is needed to improve our services? (3) Are all musical talents being used? (4) Is it worshipful, and does it contribute to winning the lost? (5) Are we learning new songs? (6) Are our songs, spiritual, scriptural, and in good taste? (7) Are our services made monotonous by doing the same thing over and over? (8) Do we have enthusiastic congregational singing? (9) Are visitors attracted by our music program? (10) Are we doing some long-range planning which includes our boys and girls?

Pastor: These are certainly questions that are pertinent to our discussion today. Let us prayerfully consider them. (*Prays with the thought that God will help all to keep their music bright and victorious; to "make a joyful noise unto the God of our salvation" and join in the song of redemption, a song which glorifies our Lord and points a lost world to the Saviour, who is "the way, the truth, and the life."*)

PLAN FOR MUSICAL WORSHIP

Plan in advance for worship through music. Determine what will make up your music ministry.

Calendar of Music Events

SPRING	SUMMER	FALL	WINTER
<p>March</p> <p>Preparation month (Spring & Easter Music)</p>	<p>June</p> <p>Summer Workshops:</p>	<p>September</p> <p>Enroll in a choir or musical ministry month.</p>	<p>December</p> <p>Christmas Music</p>
<p>April</p> <p>Palm Sunday & Easter Music</p>	<p>July</p> <p>Single day workshops for childrens', youth & adult choirs</p>	<p>October</p> <p>Preparation for Thanksgiving & Christmas music.</p>	<p>January</p> <p>Music retreat for evaluation & goal setting.</p>
<p>May</p> <p>Music Ministry Awards/Appreciation Event</p>	<p>August</p> <p>For rehearsal, study, social & spiritual stimulation</p>	<p>November</p> <p>Thanksgiving Festival of Praise</p>	<p>February</p> <p>Hymn Study Month</p>

Hymn-Of-The-Month

Childrens', youth, and adult choirs can present a special feature each month by learning and teaching a new hymn. This can serve as a practical plan for the learning of new hymns and the reemphasizing of the old ones as the entire congregation engages in meaningful worship.

Good Morning

A Song for young children

Good morning to you,
 Good morning to you;
 Good morning, dear *snowflake*,
 Good morning to you.

Begin the morning by singing "good morning" to each other, the teacher, or whatever is seen outside the window—a dog, robin, rain, flower, etc.

SONG CHARTS

JESUS LOVES ME

Jesus
Love
Bible
Sin
Heaven

1. List just the key words of the song.

ANYWHERE WITH JESUS

4. From magazines, pupils select and paste on pictures.

COME, YE THANKFUL PEOPLE

2. Divide the song chart into squares. Pupils draw pictures to illustrate stanzas or phrases of the song.

VICTORY AHEAD

5. Write the verses or stanzas on the left-hand side of the chart. On the right side, the pupils draw pictures to illustrate each verse or stanza.

WONDERFUL WORDS OF LIFE

3. Print the words of the song on the chart. Leave blank key words. Pupils paste on seals or figures made by the pupils from construction paper in the blanks.

GOD WILL TAKE CARE OF YOU

6. Cut small square of cardboard & print key words. Paste them to the bottom of the chart in jumbled order. Children select the right square to fill in the various blanks in the song.



AVENUES OF EVANGELISM

Evangelism in its simplest definition is the winning of persons to Christ. In order for this to happen, an encounter with the Word of God, which the Holy Spirit uses to bring about conviction, is necessary. And God has ordained that those who have experienced salvation should make the contact with the unreached.

The methods of evangelism are many and varied. The purpose of the activities listed below is evangelism---not getting people to our church, or providing an activity for our teens, or even making the church known in the community (although all of these may be by-products). The motivation for beginning such activities should be to win people to Christ. The church can serve as that training center and launching pad to equip and send out Christians to make encounters for Christ. Those who meet Christ must mature in Him, of course, and for this should be joined to a church, but to begin with this lesser motivation robs the program of its full potential, and the individual Christian of the truest joy.

The Resource Pages which follow the brief explanation of the evangelism methods will assist the church leaders in securing appropriate tools, outlines, and programs for training and for conducting the various evangelistic outreaches.

The church may write to the address indicated, telling them of the program they wish to begin and requesting materials and/or catalogs which that source may have to assist them in this.

SIDEWALK SUNDAY SCHOOLS

Definition: An informal Sunday school class conducted during the Sunday school hour, but held in a neighborhood away from the church building, and usually programmed for children. (At times, youth can be gathered, too, but always separate for the children's class). Backyards and patios lend themselves well to this program.

Personnel: A team of 2 or 3 persons.

Program: Bible lessons, Scripture memorization, music, Bible games, religious puzzles, object lessons

Schedule: Weekly or bi-weekly

WEEKLY BIBLE CLUBS

Definition: A Bible story time, conducted in a yard, patio, or home of either a church member or other sympathetic person. The story hour is usually conducted after school on a weekday, on Saturday morning or Sunday afternoon.

Personnel: A team of 3 or 4 persons (including the hostess)

Program: Bible lessons, Scripture memorization, hand-craft, music, Bible games, religious puzzles, object lessons.

Schedule: Weekly or bi-weekly

CHILDREN'S HOSPITALS AND INSTITUTIONS

Definition: Arrangements are made for a group of workers to come periodically to conduct informal Bible lesson times in institutions, orphanages, detention homes, hospitals, welfare and children's centers, and other homes where children are confined.

Personnel: A team of 2 or 3 persons

Program: Bible lessons, music, Bible games, puppets

Schedule: The times for this type of program must be scheduled with the home or institution when the story time is to be conducted. In some communities the ministerial association is able to assist the church in scheduling such a program.

SHUT-INS OR SHUT-OUTS

Definition: Persons who are confined to their homes, hospitals or other areas as well as persons who cannot attend Sunday school for other reasons (work, caring for shut-ins, mothers with new babies, etc.) are visited between Sundays with tapes of the Sunday school lesson and pastor's message. The visitor, while he may not stay while the tape is played, does fellowship with the shut-in as he delivers the tape.

Personnel: As many visitors as necessary to weekly visit shut-ins. (Retired couples are ideal for adults.)

Program: Tape the Sunday school lesson and sermons. Inexpensive cassette players may need to be purchased and distributed.

Schedule: Weekly

BRANCH VACATION BIBLE SCHOOLS

Definition: The regular vacation Bible school program is taken into a neighborhood or residential area other than the church area. This VBS is usually programmed for children.

Personnel: A team of 3 or 4

Program: Follow the program as set up in the regular vacation Bible school material, making minor adaptations as necessary.

Schedule: 5 consecutive days; 1 day a week for 5 or 10 weeks, with the closing program at the church on the following Sunday evening. This neighborhood VBS may follow the church's regular VBS when unused books, craft supplies and visuals may be used.

COMMUNITY FILM FESTIVAL

Definition: The showing of outstanding Christian films in a community center or shopping center parking lot, or other gathering place for the community, with an opportunity open at the end for those who wish to talk with someone about Christ.

Personnel: Projectionist, team of personal workers.

Program: Films which present an evangelistic message, such as those produced by Moody Films, Gospel Films, Billy Graham Association.

SCOUTING

Definition: The Boy and Girl Scouts of America program as outlined in the guidebook for the leader comprises this evangelistic endeavor. A scout troop may be sponsored by the church.

Personnel: Leadership as outlined in the program, but from the local church.

Program: As outlined in scout leaders' guides.

Schedule: According to leader's guide, with additional church-related activities.

BENEVOLENT PROGRAMS

Definition: The contact and material assistance to needy families or underprivileged children, volunteer work with community programs and/or projects sponsored by the church for others in need.

Personnel: It will vary with the program

Program: The church may either institute a program of assistance to those in the community who are

in need, or may work with already established programs. Careful planning and investigation should precede such involvements.

Schedule: As need is apparent

MIGRANT CAMPS

Definition: A Bible lesson time for persons who move to the community for seasonal work or those who are to be in the area for a short time and are usually housed in temporary dwellings. Additional activities, such as handpuppet lessons, Scripture memorization may be included when the program is geared for children.

Personnel: This will vary with the program.

Program: Much like the weekday Bible clubs, the church takes a Bible story time to the camp. This may be conducted in the open, such as in a play yard, or in a pavilion or auditorium if one is available. The program may include Bible stories, (with evangelistic appeal), Christian films, Bible discussions, tract distribution, vacation Bible school, and other simple Gospel presentations.

Schedule: Weekly, bi-weekly.

HOME BIBLE STUDIES

Definition: An informal Bible study time for the unsaved, held in the home of a Christian and conducted by him. While the class is being conducted for the adults, a simple Bible storytime may be held in another room. The unsaved couples are gathered by the hosts and invited for a study time.

Personnel: Christian couple to serve as hosts and conduct the study. At the most two Christian couples.

Program: Bible study, using the Bible, and at times recorded lessons and/or printed outlines.

Schedule: Weekly, bi-weekly or monthly.

FELLOWSHIP TIMES

Definition: A social time planned specifically for the purpose of inviting unsaved persons to fellowship with Christians. This may include summer picnics for families, neighborhood children's parties, or other outings with families and friends.

Personnel: Varies with type of fellowship time.

Program: Informal, friendly conversation, with Christians naturally testifying of God's help to them in their everyday living.

Schedule: As frequently as necessary; as naturally as possible.

RELEASE TIME

Definition: Bible instruction class, during school hours, when children are released from public school for religious instruction.

Personnel: Refer to instruction manual for Release Time Education.

Program: The Release Time Education Program is usually conducted by the local ministerial association or committee. If the community does not conduct this program and/or evangelical Christians are not involved in effort, this provides an outstanding avenue for evangelism. The program is set by the release time council.

Schedule: Weekly.

STATE & COUNTRY FAIR EXHIBITS

Definition: The church sets up a booth or exhibit at its county or state fair, with the purpose to provide Christian literature and counseling for those who pass by.

Personnel: Several persons to man booth at all times when exhibit area is open.

Program: Supplies of tracts and other good Christian literature should be available to all who pass by. A Bible display, a snack bar, slides of church activities or other similar program may be a part of this. Dedicated Christians who are good representatives of Christ, including youth and adults, should be engaged to talk with, witness to and counsel with persons as they stop at the exhibit.

Schedule: Annually.

SERVICEMEN

Definition: Endeavors are made to contact and witness to servicemen who may be either stationed in the community or who are passing through.

Personnel: As many or as few as are willing to make face-to-face encounters with servicemen.

Program: Armed with tracts, a small Bible and other booklets or leaflets, go to the airport, bus depot, recreation center, or wherever service personnel congregate, to greet these persons and engage them in friendly conversation. Give each a tract and talk with them of Christ before leaving them. When possible secure the name and address and follow-up with a letter from the church.

Schedule: Weekends, holidays.

VACATION WITNESS

Definition: Families or individuals who are vacationing often have encounters for witness. When equipped with tracts each encounter---in motels, restaurants, camp sights, on public transportation, etc.---may be a chance for evangelism.

Personnel: Anyone vacationing.

Program: Before leaving on vacation, gather attractive tracts, leaflets, and small Scripture portions. Leave these in motel rooms, with tips, with service station attendants and travel personnel, etc.

Schedule: Ask each person to set a goal for each day of vacation, as to how many tracts he will distribute.

COFFEE HOUSE

Definition: A gathering place for youth, where soft drinks and music is dispensed and hourly a Christian witness is programmed.

Personnel: One or two responsible adults, and mature youth.

Program: A relaxed time, when youth are able to gather and converse among themselves. Usually for several minutes of each hour gospel music and a short presentation of the Gospel occurs and those youth who are interested are directed to Christians with whom they can talk.

Schedule: Weekly, or continuously as personnel and facilities are available.

BEACH EVANGELISM

Definition: Friendly, casual encounter with youth who are found in the beach areas, at which time they are engaged in conversation which brings about a positive witness for Christ.

Personnel: Dedicated, mature youth.

Program: Beach team frequents local beaches when-



ever other youth can be found there and becomes a part of the group in order to reach the unsaved.

Schedule: Whenever youth can be found on the beach.

TELEPHONE

Definition: Using the telephone as an instrument to contact persons with a positive witness for Christ.

Personnel: Teams or individuals, depending upon the program used.

Program: Calling at random from the telephone book, Televisitation selecting numbers in the church area, running ads in classified section of local newspapers so curious individuals will call the number listed, code-a-phone, or a variety of other methods whereby the individual is reached with a definite presentation of the Gospel.

Schedule: Depending upon the program used, telephone evangelism can be a periodic or continual outreach ministry for the church and individual.

VISITATION EVANGELISM

Definition: Home visitation with the specific purpose of leading individuals to Christ.

Personnel: Christians trained with knowledge of and with a burden for soulwinning.

Program: Select a certain section of the community and go door-to-door making the community aware that you and your church are in the community to minister to their needs. As the program develops, the church may have to concentrate only on those contacts which demand immediate attention (until additional persons can be trained).

Schedule: Continual.

HALFWAY HOUSES

Definition: A living situation where those who have been saved from a life that has separated them from society (drug users, runaways, law violators) can come and be built up as Christians before being thrust into society away from close contact with Christian friends.

Personnel: The "program" of the Halfway House is the normal life of any Christian home--sharing the living experiences of life, daily devotions in the home, and each contributing to duties in the home.

Schedule: Day by day.

STREET MEETINGS

Definition: Gathering of Christians in a metropolitan area, usually in a parking lot or sidewalk area where songs, testimonies and brief message from the Word all point to salvation.

Personnel: A small group of dedicated Christians

Program: Lively, contemporary, practical presentation of salvation.

Schedule: Periodically as civic regulations allow.

V.I.E.W. TEAMS

Definition: Teams of youth who give a definite block of their time to assisting in either foreign or home missions endeavors, such as Missions Impact Teams.

Personnel: See brochure* which outlines the current program.

Program: Assisting in services, door-to-door tract distribution and witness and other assistance as the mission outlines.

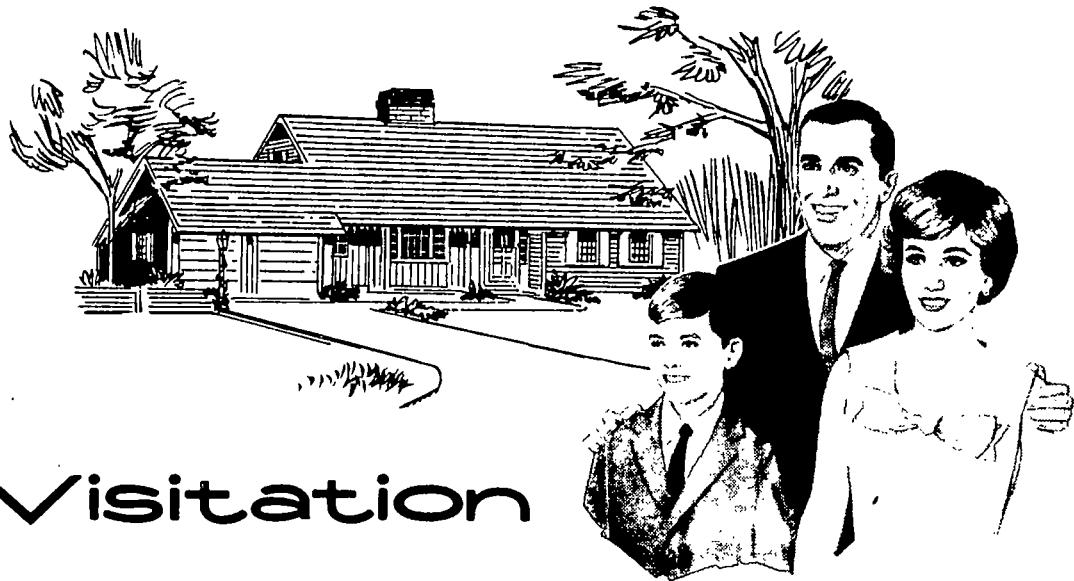
Schedule: Generally a summer program. See brochure.*



*Order from Foursquare Publications.

RESOURCES

	Sidewalk Sunday School	Weekday Bible Clubs	Children's Hospitals	Shut-ins	Branch VBS	Film Festival	Scouting	Benevolent Programs	Migrant Camps	Home Bible Studies	Fair Exhibits	Servicemen	Vacation Witness	Coffee House	Halfway Houses	Missions Impact Teams	Beach Evangelism	Telephone	Visitation
Dept. Of Youth & Chr. Ed. 1100 Glendale Blvd. Los Angeles, Calif. 90026	x	x	x		x		x		x	x		x	x			x			x
Good News 8457 Sierra Ave. Fontana, Calif.	x	x	x					x	x										
Message of Life St. Rt. Box 14 Ahwahnee, Ca. 93601	x	x	x					x	x										
Bible Club Movement 237 Fairfield Ave. Upper Darby, Pa. 19082		x	x					x	x										
Child Evangelism, Inc. Box 1156 Grand Rapids, Mi. 49501	x	x	x					x	x										
American Bible Society Box 100 Ansonia Station N.Y., N. Y. 10023		x	x					x	x		x	x	x	x					x
Bible Visuals, Inc. Box 93 Landisville, Pa. 17538		x						x	x										
Visual Teaching Aids 1531 S. York St. Denver, Colo. 80210		x						x	x										
Pack-O-Fun 14 Main St. Park Ridge, Ill.	x		x					x	x										
Good News Publ. Westchester, Ill. 60153	x							x	x		x	x							
The Halfway House Box 2 Newton, Pa. 18940														x	x		x		
Inter-Church Ministries 1307 Waterloo Los Angeles, Cal. 90026																		x	x
American Tract Society Oradell, N. J. 07649	x	x	x	x	x				x		x	x	x	x	x	x			
Christian Bookstores						x		x											



Visitation

Visitation, the effort put forth to show personal interest in the individual, remains an effective means to reach people for the church and for Christ. Yet, many Christians are hesitant to undertake this task. Why?

There are a number of reasons why Christians do not visit. At times the real reason is hidden by an "excuse." If the leader can ascertain the real reason, then he is able to find a solution or method whereby the hindrance can be overcome.

Consider some of the following excuses and reasons why people do not visit.

Excuse	Reason	Solution	Method
"It's not important."	Does not see value	Show the value	Testimonies of those brought through visitation; of the visitor
"I'm too busy."	Does not see value	Show the value	Invite them to visit with some trained individuals;
"I'm afraid."	Does not know how	Train him	In-service and/or in class
"I'm not sold on the church."	(same)	Sell him	Show program; point up strengths; correct defects
"I haven't seen it work."	Doubts worth	Show proof	Testimonies; point up homes contacted; show value to those who visit
"I have no transportation."	(same)	Provide	Organize visitation groups; Assign a mobile person to take this one

Of course these are only a few of the reasons. But, it points up a method whereby the real reason may be identified and aid given to meet these needs.

Often Christians feel the only reason for visitation is to "get people to come to Sunday school." Really, this should be a lesser motivation. The Christian's concern and recognition that God has placed the prospect, or visitor or absentee within the church's constituency should move him to seek out this one and win him to the church and to the Lord. Keep this reason at the center of all visitation and challenge dedicated Christians to be used of God in visitation-evangelism. People can and should be reached for Christ while the caller is visiting in the home or wherever the encounter takes place. As Christians share their faith, others see the reality of Christ within and desire this new life. Visit to share the goodness of God.

Ask the Holy Spirit to challenge hearts. With this challenge provide opportunity and training, allowing again the Spirit to direct and thrust these out.

The following methods might be employed from time to time to add emphasis to visitation.

VISITATION BOOKLETS

One of the finest tools for visitation—a real conversation piece, too, for the timid—is the booklet suggested in the **Visitation Manual** (Foursquare Publications). Make it and use it. Make several and have them available for all callers.

LETTER APPROACH

Sometimes we wish we had spoken to a friend or acquaintance about the Lord, but failed to do so. Here is an idea to help in this situation. Write them a letter, somewhat as follows. Many variations may be used.

Dear

When we talked during the game, I never seemed to get around to the important subject. My church really does mean a lot to me, and I would like for you and your wife to get acquainted with our pastor. May I bring him for a chat next Tuesday night?

VISITATION REPORT SLIPS

Each teacher has a card which hangs from a hook attached to a board. When the teacher returns his Visitation Report Slip it is hung over the card, and covers the words, "NO REPORT AS YET THIS WEEK." The superintendent can tell at a glance who has not turned in his slip, and when placed in an obvious place, so can the other Sunday school members.

TELEVISITATION

Telephone contact for initial visitation. See materials especially prepared for this (Foursquare Publications).

TRAIN THEM YOUNG

Teachers should take their class members visiting with them. Even kindergarteners can "visit," and while they chat with the other 5-year old, the teacher and parents may visit. Use this method to train your pupils to be visitors, too. It also enables the teacher to become better acquainted with the pupil who goes visiting with him.

CO-OP VISITING

The teacher might explain to the class that he needs help in visiting those who are absent, ill, or irregular in attendance. Ask for volunteers. Assign each volunteer one absentee or new visitor to contact by phone or home call during the coming week. If only one volunteers, use him. This does not eliminate the responsibility of the teacher, however.

At the next class session, check to see if the volunteer carried out his assignment. If fellow students visit and invite visitors and classmates, they are made to feel that they are really wanted.

VISITATION VALUES

Ask all those in a morning worship service who were first brought to church by an invitation from a friend or church member to stand. In turn, ask those who were brought by newspaper advertising, or other forms of publicity to indicate it. Weigh the effectiveness of each method. Most probably, the personal contact will far outweigh the other contacts in percentage of effectiveness.

Ask the Holy Spirit to challenge hearts. Common sense tells us to use the most effective means—the personal visitation. Do not merely challenge; provide an avenue of visitation. It may mean training first.

TAKE SOMETHING

Suggest that the visitors take something to the home as they go. Teachers, at the beginning of the new quarter, can take the student's lesson book with them and explain its value and purpose to the parents as well as introduce it to the student. Go with a take-home paper, craft or other item which the class has made.

In the case of absentees or shut-ins, allow the class to make an absentee card, with a greeting from each class member. Put it in an envelope and deliver it to the home.

FAMILY TO FAMILY

Challenge Christian families to visit un-churched families with the purpose of sharing their faith and leading that family to Christ.

Allow each family to choose the family they will reach. Ask them to write down the name of this family on a 3 x 5 card. Put these cards together and have public prayer over them. Then distribute the cards to those who will promise to pray definitely for this family daily.

Suggest that the Christian family invite the "prospective Christians" to their own home as well as visit in theirs. They can attend community functions, picnic or camp together as well.

When the family has been won, allow both the new converts and the visiting family to testify publicly.

REVERSE VISITATION

Once the teacher has visited in each student's home, reverse the procedure. Allow each student to visit in the home of the teacher. Students may be invited to the

teacher's home, one at a time, for Sunday dinner, during the week, or at other convenient times. Then the teacher may provide transportation home for the student.

SAFARI VISITATION

Choose the "hunting grounds" (area to be visited) and go out for "big game."

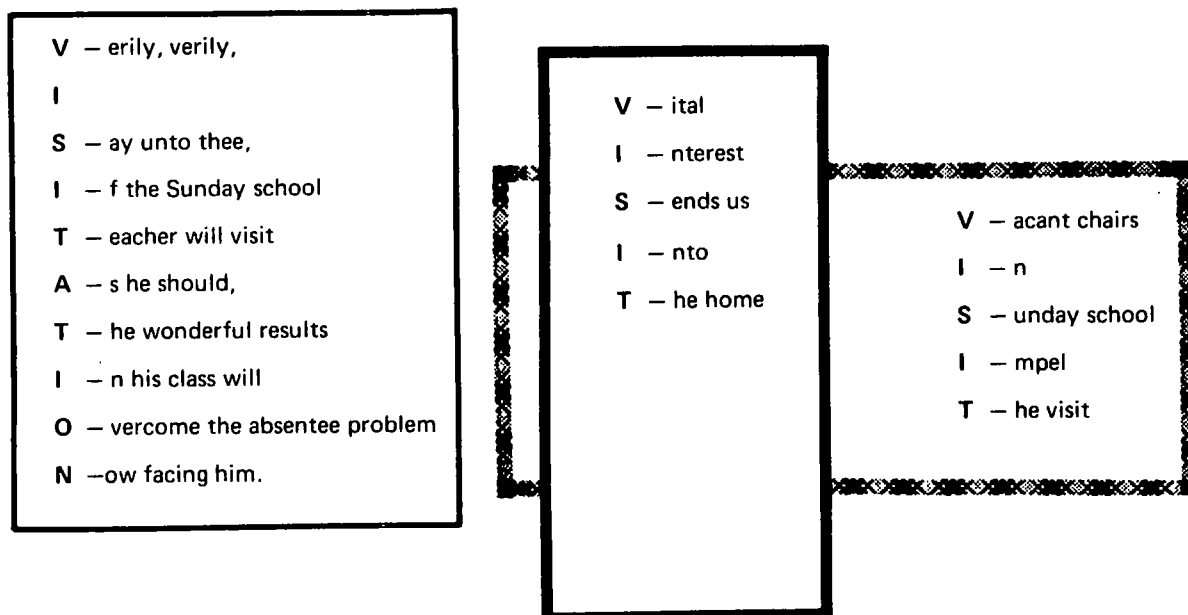
The safari caravan (as long a line of cars as possible) starts down the street for the designated blocks to be visited. The last car of the caravan stops in the first block with each successive car stopping in each of the following blocks, one car per block. Each driver distributes the visitation cards and literature to his "hunters" and the calls are made.

With aid of the telephone reverse directory, the names and addresses of all those living within the area chosen for visitation can be typed on the cards. Then the visitor will be able to greet each family by name as the door is opened.

When each block has been covered, the safari cars can assemble and move on the the next street.

See the **Visitation Manual** for basic instructions for visitation and canvassing.

Visitation makes use of the most effective method (personal contact), to reach the greatest field (the unsaved), by the use of the most unused group (the Christian laymen).





EXTENSION DEPARTMENT

The "Extension Department" has been around for a long time. Churches have ministered through this media to hundreds outside the church. For the Extension Department, as the name implies, is an extension of the regular Sunday school and church program, which has as its purpose the taking of the gospel to those unable to attend the regular Sunday school or church services. In the past, this department has been called the "Home Department". This term has ceased to be used since it limits the scope of definition of the ministry to be realized.

There are many in the community who cannot be present in church. They are all ages. The handicapped, aged, youth away from home, institutionalized, Sunday workers, and others. It is suggested that there are 60 different classes of people to be served through the extension department.

The Foursquare Blue Book outlines the establishment and continuance of the Extension Department. Extension activities usually come into two categories: That which actually has a teaching ministry (the Extension Class; that which is primarily a visitation ministry. Some of the following projects and activities may be used with either group; some are better applied to one or the other. Of course this is by no means an exhaustive list, but rather provides suggestions for beginning a ministry with the shut-ins and shut-outs. The church should keep in mind the objective of ministering to the spiritual, physical and social needs of the extension members in determining the best activity for each.

POSSIBLE EXTENSION MINISTRIES

Aged and infirmed

Shut-ins

Caretakers of shut-ins

Expectant and new mothers

Hospital patients

Institution inmates (county homes, jails, veterans' homes, detention homes, unwed mothers' homes, orphanages)

Isolated persons (ranchers, people on islands, deaf mutes, foreign groups)

Sunday workers

Public servants (police, firemen, nurses, watchmen, telephone and telegraph employees, railroad and airport workers, transportation workers)

Non-residents (campers in parks, recreation areas, college students, military personnel, boarding schools)

PROJECTS FOR SHUT-INS

FLOWER BASKETS

Prepare "Bible flowers" for shut-ins. Cut bright flowers from old greetings cards. Paste them at one end of half-inch wide strips of construction paper or light-weight cardboard. (Backs of cards may be used for paper stems.) Make strips different lengths, long enough so flowers will show above rim of small basket-holder. On flower stems, write comforting verses, with references.

Make a small basket by drawing a circle (about the size of a small dinner plate) on construction paper. Cut out and fold in the two sides of the circle about one inch to make sides of basket. Paste paper strip on inside of basket as a slot through which flower stems may be inserted. Paste colorful pictures on outside of basket. Tie each side with ribbon or yarn bow.

BOUQUETS

Gather fresh flowers in season. Make vases from

detergent bottles, decorating them simply. Mesh wire in the vase will hold the flowers in place.

When the bouquets are delivered plan to visit with the shut-in.

BOOKS

Construct a simple portable cart or stand on which books may be displayed. Solicite books from the church library or members and friends who are willing to share their books with the shut-in.

Take the lending library to the shut-in once a month. Include books for all ages visited and reached through the extension department.

If there are those who cannot read (very young, blind), arrange a time when a visitor can read to them.

TAPES AND PLAYERS

Cassette tapes and inexpensive players can enhance and expand the extension ministry. Arrange to invest in this inexpensive equipment for use with this department.

Plan weekly to record the different services—the Sunday school lesson, pastor's messages, Crusader hour program or visiting speaker's messages. Make these available for the extension department visitor to take to the shut-in, along with the tape player. Loan this cassette and player to the shut-in to listen to. Arrange to pick it up later in the week.

Use the cassette to contact servicemen, collegians away from home, and others who must be absent.

DRAMA

Take a one-act play to a shut-in, rest home, or other home. The youth or young adults might participate in this. Make it light, but with some spiritual value. Sing a few older hymns and songs for the elderly and allow them to enter in.

Children's programs may be repeated to shut-ins. Plan to take a few children to recite, play or sing their program part for these ones. Often shut-ins rarely have opportunity to be with children.

BIRTHDAY PARTIES

Twice during the year—perhaps February and September—have a birthday party in a home (for children or adults). At each event honor all residents who have had birthdays during the six-months' previous. Present class-made (a good pre-session activity) greeting cards, favors, and decorated cupcakes for the birthday celebrants.

COOKIE BAKE

Ask individuals to make cookies (a good class project). Put these into attractive containers to be left with shut-in on a visit.

"Favor-tainers" (containers made from paper towel tubes lined with paper cupcake liners) become at-

tractive cookie or candy containers when decorated with adhesive-backed paper. Coffee cans, painted or covered are good containers, too.

PROVIDE TRANSPORTATION

Ask the directors of the home for names of patients who are well enough to travel a short distance. Arrange for adults (or youth) to pick up these patients and transport them to church, or for an afternoon of fellowship with others. Those confined in their own homes need transportation to shop, visit friends, or such.

Encourage church members to welcome these visitors with warmth and affection. Some may arrange to have one or more shut-ins in their homes for a meal.



CHRISTMAS

Tree Trim - Children can decorate small Christmas trees and give them to shut-ins for their tables, desks, or dressers. If the home plans a large tree, ask the director if the pupils might string popcorn and cranberries.

Wrapping Table - Set up a wrapping table at a home for the aged one or two weeks before Christmas. Bring brown wrapping paper, mailing labels and cord and offer to wrap packages for mailing. Then take them to the post office.

Greeting Cards - Set a November date to make Christmas cards for shut-ins to send. Allow children, youth and adults to join this activity. Cut pictures from discarded greeting cards and magazines. Paste them on construction paper folded to fit envelopes. Print a Bible verse inside each greeting card.

Or, offer to address greeting cards for those unable to care for their own.

Bookmark Greetings - Fashion bookmarks from ribbon or colorful paper. Paste small illustrations or print greetings on small strips of gold paper on the ribbon. Taper or fringe the end of the bookmark.

EXTENSION DAY

Annually sponsor an Extension Day, when all efforts are expended to get extension members into the church. For the elderly or handicapped transportation, wheelchairs or other equipment may be necessary. Honor them for the entire day so those unable to come in the morning may attend in the evening.

Arrange a large welcome display. Give each extension member who comes a small remembrance—bouquet, bookmark, Bible portion, etc. A photograph of the guests will be appreciated and treasured. Distinguish each one by a name tag, and encourage regular members to introduce themselves. Reserve a special area for them to be seated. Allow them to attend the regular classes.

In the church program, sing the favorite hymns of these guests, allow for some outstanding testimonies from them. Secure taped testimonies of servicemen or others away from home. Be sure each extension member has a Bible of his own, and appropriate literature for his encouragement.

Have special prayer for the extension department and its members.

FRUIT BASKETS

From one-gallon milk cartons make fruit baskets. Cut cartons until they are 4½ inches tall. Cut 1-inch wide handles out of thin cardboard and staple ends to cartons. Cover with self-adhesive paper. Attach individually wrapped candies. Fill each basket with fruit, homemade cookies and nuts. Plastic boxes, such as those which strawberries are sold in, make attractive baskets for cookies.

Remember children as well as adult shut-ins with these baskets. A good class party-project.

SCRAP BOOKS

Cut cartoons, humorous sayings, poems, quotations, brief devotionals or testimonies from both secular and religious magazines. Paste the materials in an orderly fashion on 8½x11 white paper. Use construction paper for covers. Make each book 9 or 10 pages in length.

ADOPT A SHUT-IN

Allow the class to "adopt" a shut-in. If it is an elderly person, he or she might be designated as the class "Grandmother" or "Grandfather" (especially for children's classes).

Class members might visit this person after church on Sunday, take a birthday party (cake and punch) on his birthday, send greeting cards, sing carols at Christmas, present a dress rehearsal performance of the holiday program in his living room, telephone him to chat, etc. In addition, there may be things which the shut-in can do in return for the class and its members. Such a person might be a retired school teacher, carpenter, banker—whatever, draw on his past experience. Allow him to feel needed, too.

BULLETIN BOARD

A piece of heavy cardboard or cork makes a fine backing for a bulletin board. It might be covered with burlap (colored for attractiveness). Make one for each shut-in to put up cards, pictures and other items which he may receive. If in an institution, ask permission of the director to put up such a board in the shut-in's room.

The group should be sure to keep this board well stocked with pictures and greetings. Offer to change occasionally, decorating it seasonally.

SHUT-INS PICNIC

A well-arranged park location should be sought where shut-ins can gather. Ask regular members of the Sunday school to offer their help with transportation and entertainment. An in-door social may be planned as well.

The activities will be determined by the age of the shut-ins. If the shut-ins are from several areas, provide some activity for them to get acquainted. Table games for all to participate in, skits from the sponsoring group, a song-time and of course the picnic-basket lunch are appropriate.

Souvenirs of the social may be distributed to all present. The church may contact local merchants who would be willing to participate in such an activity.

LITERATURE

Subscribe to magazines and other Christian periodicals for shut-ins. They may be sent directly to the home or institution or to the church and then distributed by visitors.

Deaf mutes often are neglected. Minister to these in this way.

The church library books and magazines should be distributed periodically to shut-ins.

Ask church members to bring last month's magazines when they have finished with them, and share these with shut-ins.



PROJECTS - by Shut-ins

Allow those you minister to through the extension department to contribute also. Many have abilities which they can use. Consider the experience and background of each person, his present situation (handicap, housing, etc.) when determining what he might enjoy and profit from. Talk it over with him. Suggest things which might be done. Consider some of the following:

★ **Prayer partners** - Assign certain persons and requests to those who are Christians. Call upon them when urgent and specific needs arrive in the church. Assign a class or teacher to each one. Report answers to prayer to encourage them.

★ **Heralds** - When a group or individuals are scheduled to arrive at a home or hospital, ask one of the patients

who is able to walk to herald the coming meeting. Some may be capable of arranging the room, helping other patients to the room, or other such activity which will assist in the meeting.

★ **Cradle roll project** - Often elder ladies can sew, embroidery, or knit. Provide these with the materials, and ask them to make small gifts for new cradle roll members. Bibs, booties, gowns, etc. are appropriate.

Older men who are adept at woodwork might make small equipment pieces—stools, tack boards, toys—for the Sunday school.

★ **Away-from-home committee** - Allow capable shut-ins to keep in contact with young people away in armed services or at college. They can remember birthdays, send remembrances on special occasions, help them become established in churches, send friendly notes. Provide all materials needed for the shut-in. Display pictures of youth away from home in the church foyer and draw attention to the shut-in who is in touch with them.

★ **Correspondence secretaries** - If the church is engaged in follow-up of new converts either by letter and/or by the new convert's course, allow shut-ins to have a part in this contact. Many are capable of offering encouragement and prayer; some can correct lesson sheets and send the next sheet.

Shut-ins may be able to assist with training notebooks and other lesson leaflets which need to be corrected or checked also.

CHEER UP CAPSULES

As a pre-session activity allow pupils to prepare "Cheer up Capsules" to be taken to shut-ins, thus allowing Sunday school children to be aware of the shut-ins as well as bringing added cheer from the church to those who are away from church.

Secure empty, large sized capsules (available at drug stores). On strips of paper, write out "prescriptions" which will cheer the shut-in. These may be helpful Bible verses, poems, or other entertaining reading such as funny jokes or sayings.

Roll the paper strips and fit them into the capsules. Place in a "pill Box" with the following instructions, "Take one night and morning."

MOBILE MESSAGES

Using a wire coat hanger and wire or thin string, suspend objects from the ends of the wires to balance a mobile.

Objects may include seasonal greetings. For example: a valentine's mobile may have heart-shaped cards with Bible verses and greetings, a valentine, snow flakes. An autumn mobile may include acorns, pinecones and fall leaves. Or, the mobile may be built around a theme—thankfulness, promises of sustaining strength and guid-

ance, to name a few.

When possible, let the classes which make the mobiles deliver them to the shut-ins.

NATIONAL SHUT-IN DAY

Annually a National Shut-In Day is proclaimed, usually occurring the last week in March. Consult the local library for the specific date this year.

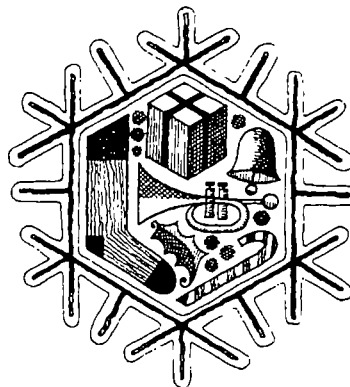
Prepare a small token to be delivered to each shut-in—cut flowers, a potted plant, cards, candy—each delivered with a short visit and thoughts of cheer.

CHRISTMAS FOR SHUT-INS

"Glad tidings of comfort" may be the theme for the church's ministry to shut-ins at Christmas.

Christmas calls for trees, wreaths, edible goodies, a pretty package and many more identities which the shut-in can enjoy. Determine which is best for each individual and begin early to prepare. Allow individual classes to choose the shut-in and the project which they will undertake. Some suggestions follow.

- + Sewing - a new dress or mending a shirt
- + Trees - bring one and trim it
- + Telephone greetings - pass out the phone number of shut-ins to members of the congregation. Suggest they call the week of Christmas.
- + Car rides - to view the seasonal lightings, shop, enjoy the countryside.
- + Home chores - gather fire wood, clean house, wash clothes, deliver packages.
- + Babysitting - for a young mother, so she can Christmas shop.
- + Cards - offer to address their Christmas cards.
- + Edibles - make candies or other sweets for those who can eat them. Maybe some would rather enjoy a meat loaf or a kettle of soup.



VISITATION TIPS



The purpose of these pages about visitation is not to discuss the Sunday school's consistent visitation program. A book, "The Visitation Manual"* is provided for this. Such a program should characterize every Sunday school, as it is a continuing method for outreach and effective ministry to pupils. The following visitation tips are offered to provide occasional new innovations and incentive for visitation among Sunday school workers. While these inclusions in the school's program may meet immediate needs and provide opportunity for ministry, it should be pointed out that they will not suffice or substitute for the regular visitation program.

Everyone would like to find the ideal visitation program. . .the time, the place, the way that will always work. But there just isn't one. The successful visitation program is more a vision and an concern than a program. The person who realizes visitation is God's plan and command and its proven effect in building the kingdom of God will find the technique that will work best in his situation.

SUNDAY VISITATION

Each Sunday afternoon, after dinner, visit one pupil. Such a visit may be brief and allow the major portion of the afternoon free for the teacher. Each Sunday morning in class, talk privately with the pupil who is to be visited, to insure that he will be home and free. If he is not free, talk with another pupil.

VISITATION BY CHILDREN

In teams of two or three, send children visiting in a designated neighborhood. They might ride their bicycles and pass out invitations to Sunday school as they meet children and parents on the street. Too, they should stop and knock on doors with invitations and literature about the church.

Give the children brief instruction. Tell them to state their name, with a smile, to tell why they are calling and to give out the materials which have been provided for them. Instruct them not to enter the houses or apartments. Provide each team with cards and pencils to record name, address and phone number of prospects.

MOVING-VAN ALERTS

Institute a "moving-van alert" among church mem-

* Order from Foursquare Publications

bers. When a moving van is spotted in the neighborhood, instruct the members to go to the new neighbor, introduce themselves and offer help. The family might prepare a hot dish and take it to the new family or invite them for dinner. If there are children in the families, "junior" might invite the new neighbor child "over to play". Tell the new neighbor about your church and invite them to attend. Keep after the family until they are saved and into the church.

LESSONBOOK VISITATION

At the beginning of each new quarter, the teacher takes the new lessonbook to the home of each pupil. This provides an opportunity to explain its purpose to the parents and to solicit their cooperation in having their child complete it each week.

For teens and adults, briefly thumb through it, explaining the theme of the quarter and how it will relate to their lives.

SQUAD CARS

Send out several "squad cars" with two people in each car. As they tour the community, wherever a

child is seen on the street, or in a yard, the worker gets out of the car and gives the child an invitation to Sunday school and a small gift (balloon, pen, etc.). Get the child's name, address and phone number, and follow up within a few days.

AVAILABLE TEACHERS

The teacher can let the pupils know when he is free and can be reached by phone. Encourage them to call for any reason.

On a designated evening each week, invite students to "open house" when they can stop by to talk with the teacher and with other students who may be there.

SHARE SITUATIONS

When there is a project which the teacher is engaged in, invite students to help—painting the class room, moving furniture, anything. During this time, is an ideal time to get acquainted in an "everyday" atmosphere.

BREAKFAST MEETINGS

Invite students to breakfast, either at the home of the teacher or at a near-by restaurant. Eat and talk together for a while, and then drop the pupil off at school or work.

VISITATION PARTIES

Make visitation night an enjoyable evening out for young adults and a profitable one for the class, too.

The teacher or other adult may invite the class members to bring their children to his home or to the church where they will be cared for while the parents—class members—make the calls. Set the visitation hour for early in the evening. After a time of prayer, the group starts out in units of two couples to call on the families assigned to them.

After visitation, mid-evening, the couples can return to the "babysitters" for light refreshments and reporting of the visit. Those visited might even be brought back, too, for fellowship.

In addition to visiting absentees and prospects, parents are freed of parental cares for a few hours, without the expense of a babysitter, and class members are bound in a new fellowship-evangelism effort.

IDEAS TO DEVELOP

Mr. or Ms. Friendly. Mystery person to look for a most friendly person in the Sunday school and church.

Bell Ringers verses the Door Knockers. Visitation teams competing.

Visitation Board. Pegboard with hooks or nails. Person takes the card and leaves his name on the remaining half. When the visit is made, the card is returned.

Mystery absentee. Display a poster with the names of all those to be visited. Designate one as the "Mystery Absentee". The person calling on him that week receives the recognition.

Walking Revival. Designate 1 or 2 weeks as "Walking Revival Weeks". The "evangelists" are those who are willing to visit. Designate revival time for each evening.

String on Your Finger. Give each person a string to tie onto his finger. He is not to take it off until he has visited someone that week.

Dial-a-Ride. Advertise a ride for anyone who needs transportation. When the call comes, visit the home briefly to introduce that person to the church.

Walk-a-Thon. "Soles for Souls" might be the theme. Challenge families to walk around their blocks, inviting neighbors to Christ and to the church.

Car Caravans. Have a "Drive In", not a "Sit In". Challenge teens to drive their cars to visit prospects.



Evangelizing Children



Reaching children with the gospel story and leading them to Jesus Christ is, undoubtedly, one of the greatest needs in today's world. The fields are white for harvest. Sowers as well as gleaners are needed to accept the "unfinished task"; that being the evangelization of children. A child can savingly believe and can make a decision to accept Christ as Savior and Lord of his life.

TRACT DISTRIBUTION

Children can evangelize other children by distributing children's tracts. **Prepare in Advance.**

Order a supply of tracts. Ask, is it attractive? Does it give the gospel story on the level of the child? Is it appealing?

Set a date and time (Children's Day, perhaps—the second Sunday in June.)

Recruit adult supervision.

Involve primaries and juniors.

Locate areas and places—designate areas on maps.

Stamp tracts with name and address of the church.

Plan a follow-up program for all who showed interest.

Allow time for the children to share with the church what took place. Emphasize the purpose for such an outreach and pray together that the reader will respond to the Holy Spirit.

A manual, "Children Can Witness Through Tracts", is available from Foursquare Publications.



TELEVISION SPOTS

Thirty and sixty second television spot announcements, beamed at children, have been presented in

various areas in recent years. Both adults and children are used to present a simple, but brief, Bible truth on the level of children who may be watching.

Such an announcement may be a part of a church program, or it may be interspersed at other times when children are the major audience—cartoon time, immediately after school, Saturday mornings. When workers who are chosen for this ministry with children appear several times, the children build an identity with them, and with the church sponsoring the announcements. If this is a part of a regular church program, an additional tie is realized with the church.

Subjects chosen for the announcements should be those which most directly affect the life of children now. Such subjects might be honesty, kindness, sharing, family, and other everyday items. Vary the method used. Puppets, pictures, drama, dialogue between children, with simple background props are several of these methods. Life-related stories and current community topics capture the attention of the entire family.

RADIO PROGRAMMING

A simple, but lively, radio program is effective with and for children. Sponsors for such a program are often easily secured—perhaps even the station itself. Seek information about the opportunities for such a radio ministry in your community.

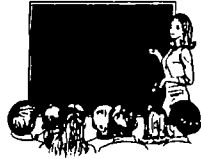
Basically, the program should include good gospel music and a Bible story. Occasionally the listener may be given an opportunity to respond by writing to the program leaders. Allow a time when such a response is geared for those who desire more information on spiritual matters.

Such a program may be personalized by reading the

names of listeners who have written in, to tell of their birthdays, to send a prayer request, or for other such reasons.

The program should be prepared and planned on the level of children. Use several personalities to present the program—puppets, men and women and occasionally children. If facilities allow, plan for a “live audience” occasionally. The program might include activities in which the listener can participate—writing down things, guessing games, sing-alongs. The radio appeal is only through the ear gate, and thus, such programming must provide activity and generate excitement.

CHILDRENS CRUSADES



Crusades may be conducted throughout the year; generally Monday through Friday, either during the day or in the evening. Each meeting is about 90 minutes in length.

The Children's Crusade appeals to ages 4 through junior high. Activities are many and varied: music, filmstrips, Bible stories, quizzing, scripture hunts and memorization, an attendance contest, and varied other involvement activities for the children. Personnel include a director, counselors, registrars, musicians, ushers, storyteller, transportation chairman and altar workers.

Children find out that Bible learning can be fun and adults learn that purposeful activities promote effective learning.

A Children's Crusade kit with ideas and sample materials may be secured from Foursquare Publications.

READING MATERIALS

Children can be reached and ministered to through many paper products. Consider exposing the children who are in your church and without a church to good Christian literature. Some such items are:

Books—a myriad are now available. After careful review by adults, a recommended list for reading (and being read to) can be made available to parents and teachers.

Magazines—a subscription for a child is a continuing gift. A fine example is “Search” Magazine, secured from The Bible Club Movement, Inc., 237 Fairfield Avenue, Upper Darby, Pa., 19082. Write for a sample.

Posters and Mobiles—many publishers are making available art-type items which can be assembled and displayed.

Take-Home Papers—these Sunday school items—sometimes in the form of booklets or magazines—provide life-related spiritual truths.

Children should be encouraged to share these items after they have read them. This sharing can be done with other friends, with shut-in children, as a group to children's wards in hospitals, or with missionary children of the same age.

SUMMER DAY CAMPS

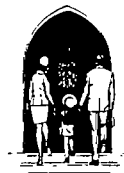
Day camping is a growing evangelism method. Bible learning out of doors is not new; it is a method Jesus used.

The day camp can occur in the neighborhood, in a park, at the city recreation center, on a farm in the country, or in the city—wherever children can be found. Its purpose is to present Jesus to children during their leisure hours.

Programmed much as a vacation Bible school in activity, the day camp can include, in addition to the Bible lesson, correlated craft, recreation, music, snack time, sharing and rest time. Field trips may also be considered when adequate transportation and adult supervision are available.

The children meet in the chosen location one day a week, 9:00 a.m. through 4:00 p.m. throughout the summer. Each week may be different, although each day camp should have continuance and be evangelistic in nature. Vacation Bible school materials are often used.

Further suggestions for day camping may be secured from Foursquare Publications.



CHILDREN'S DAY

The second Sunday in June each year is Children's Day. This may provide a special day when children can participate in an organized outreach to win other children, and when the church is made aware of the ministry it has to its children.

Provide opportunity for children to participate in varied activities, such as those which follow:

Programs—when those with special talent and training may minister.

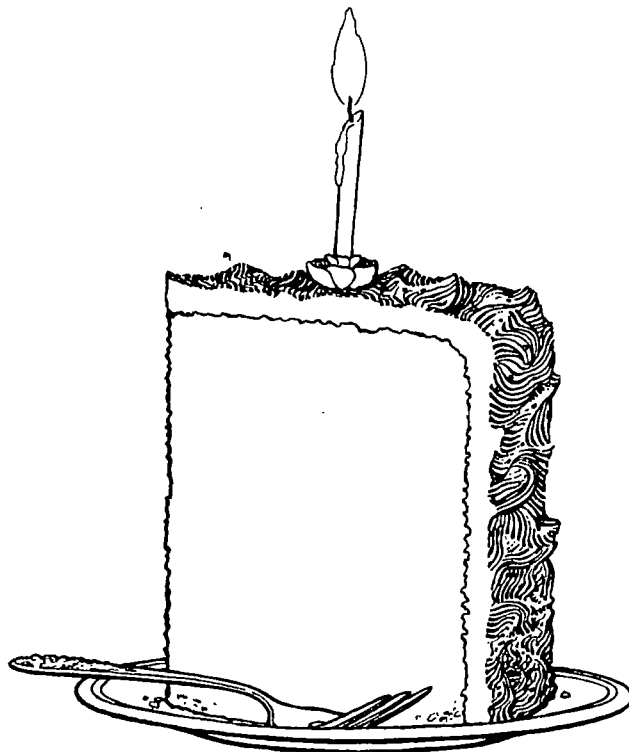
Sharing—in reaching others, such as in tract distribution to unchurched children.

Drama—or other such presentations which allow for a ministry outlet.

Review—of the church's ministry to children by allowing them to exhibit the Bible knowledge and exposure which the Sunday school and other church agencies provide.

Recreation—a picnic or social gathering especially for children. Games and other activities which appeal to children should be included, and perhaps led by the youth or adults who are not usually involved with children's ministries.

Prayer participation—suggest that various adults may wish to become a prayer partner with children whose parents do not attend. Provide the names (and other pertinent facts) about the children. Pray especially for all of the children which the Lord has given your church to minister to.



THE "FISHERMEN CLUB"



A "Fishermen Club" is a gathering of elementary age children once a week for a minimum of one hour. It is non-denominational in character. Its purpose is to introduce Jesus Christ as Savior and Friend. These clubs may be conducted in a home, yard or public place.

The "Fishermen Club" handbook which provides complete information on how to formulate such a club is available from Foursquare Publications.

BIRTHDAY PARTIES AND EVANGELISM

Children often invite friends to attend their birthday party. This is a good time to plan a simple Christian witness. A life-related story which is told with colorfully illustrated visuals or a filmstrip geared for the child's level of understanding often may be included in the gala event.

An adult, teenager or even a child invited to the party could offer his talents to tell the story or project the film. Prepare the story well. Plan to involve the children. Offer simple awards for answering quiz questions or other participation. Always apply the story to the lives of the children present. Conclude with a short prayer for the children.

THE "PHONE-A-STORY" MINISTRY

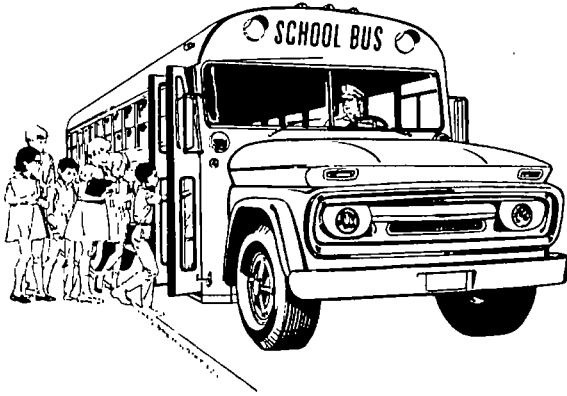


The Phone-A-Story ministry is an effective way to share the good news with boys and girls. A simple story and prayer are pre-recorded on a code-a-phone unit. The child dials a particular number, anytime, day or night. The storyteller presents a story and often encourages the child to write in, thus providing an opportunity for follow-up.

The code-a-phone unit is attached to any telephone. The story is changed weekly. The narration by the storyteller may give an address, and offer something that will motivate the child to write. The unchurched child who writes may be contacted and integrated into the church.

A Phone-a-story kit which contains information to set-up and organize this type of ministry, is available from Foursquare Publications. The handbook included in the kit contains 52 stories for one year.





SCHOOL BUS EVANGELISM

Public school busses pick up children at particular corners in the neighborhood every school day. One of these spots could be in your block. Children can be evangelized as you share Jesus Christ through tract distribution and conversation. Children will enjoy having someone to talk with while they wait for the bus.

The Plan

Seek out information as to any permit or permission needed.

Investigate to determine the schedule and locations of the bus.

Inform parents about the activity upon their request.

At the Bus Stop

Make yourself known before giving out any literature.

Get acquainted with each of the children personally.

Observe and know the needs of the children.

Give out tracts, balloons with Bible stories printed on them and follow-up booklets (available from Four-square Publications).

Pray with the group if the occasion arises and is permitted.

Let each child know that you care about him and that you are available to help if he or his family needs help.

Determine if the family has a church home. Invite any who are in need to your church. (This is a secondary plan; your objective should be to minister to individual needs.)

VACATION EVANGELISM

Look around your area and you will undoubtedly find many family units camping out and enjoying their family mobile camper, trailer or tent. Children of all ages can be found and as always, they are ready to join your children for a good story and time of meaningful learning.

Why not accept the challenge and opportunity. Invite the children to gather together at your location, setting a definite time to share Jesus Christ with them.

HERE IS THE PLAN:

1. Present a life-related story with a strong but simple spiritual emphasis. (Use take-home papers; flash-card stories, other visuals.)
2. Set a definite time and place. The a.m. hour is recommended. 30 to 45 minutes is adequate. Out-of-doors is suggested. In some resort locations, facilities will permit in-door accommodations.
3. Include along with the Bible story, the following:
 - visualized Bible verses
 - simple quizzes
 - prayer
 - question & answer time
 - visualized songs
 - methods that call for participation
 - sharing time
 - correlated handcraft if desired
4. Encourage children to bring along other friends. This could be a one-time event, or continue for several days.
5. Make them conscious of God's creation by observation and by sharing.
6. If time and facilities permit, plan time when the parent can see and hear too.

Make yourself available to the people who are possibly seeking spiritual help, spiritual fellowship and spiritual food. God needs ministers in and among "campers" who have many leisure hours.

TRAINING

Jesus' plan for the disciples' success, after He was taken from them, included their training by Him while He was here on earth. They spent three years with Him, and He imparted Himself to them. He taught them to pray. He sent them out to minister to others. He corrected them and instructed them when they were wrong or when they needed added direction. His plan was to make them capable of carrying on His work when He was taken from them.

Training in the local church is vital if the work of the Lord is to be carried on today. God has ordained that each Christian be active as a co-laborer with Him. The challenge of leadership is to help each Christian find his place of service. This entails recruitment and training.

The Approved Training Program for Foursquare Churches outlines a course of study whereby interested Christians can learn how to minister effectively. As part of this program additional pieces have been produced which guide the local church in setting up and maintaining an active training program. These tools are always available to the church.* This section therefore will not deal with the basic plan for training, but rather offer additional suggestions for enlisting workers and further ideas for adding new emphasis to the church's training program.

*Order from Foursquare Publications.

BACKYARD STUDY GROUPS

Try an informal backyard study group in various neighborhoods. Let the prospects for the training time choose the location and the time best for them. Plan a course of study which allows for discussion and participation from the group, not a lecture-type presentation. Encourage each to compile a notebook during the course. The instructor should provide prepared notes to be added to the notebooks.

FAMILY NIGHT TRAINING

Use the midweek family night to train each age level in a specific subject. For example, choose materials on evangelism--witness, soul winning, visitation. The Crusader Hour materials for each age have specific training lessons on this subject, as does the Approved Training Program for adults. Designate a specific period of time for this training. Include in it actual times when the age groups will practice what they learned. These encounters might include using part of the time to visit a family, passing out tracts on the way to class, writing a letter to an unsaved friend. Allow time for a report from those who participate in this way.

DEMONSTRATION TEACHING

After the basic training courses have been completed, use these teachers who have taken the courses in demonstration classes. Use each in the area where he excels--the one teacher who is especially good in involving pupils in acting out the Bible story can demonstrate this; the one who has particular success in Scripture memorization can show how this is accomplished, or involve the teacher who has used the question-and-answer method successfully. Following the demonstration, allow the other teachers to discuss the method of presentation.

IN-SERVICE TRAINING

Assign beginning workers to several pupils. Twice a month each teacher or worker must phone each pupil (or in the case of small children, their mothers) on her list and chat with or about the pupil and his doings.

Give each worker a list of subjects which she might use in the telephone discussions. These might include: interests of the pupil, his attention and memory span, growth spiritually, friends (are they outside the church?), best way to gain his attention, and discipline him, activities which interest him, his preferences as to the Sunday school program.

Instruct the teacher to write down the information which she gains about each pupil. Discuss with her how she can use these facts to better understand and teach the pupils.

TEACHING CLASSROOM

Set aside a study room for workers who are studying under the home-study plan. Stock this room with materials which can be used to complete the projects which are required in the study guide. Encourage teachers to use the room whenever it is convenient. As part of the training program, allow them to use it during the Sunday school hour, too, especially when the activity or study warrants observation and evaluation of various classes and their activities.

This same classroom may be the one designated for training classes.

RECRUITMENT

BEGINNING

In recruiting new workers, there are definite places to go. Where do I go?

1. To God. Someone has said, "If the Holy Spirit leads a church and the layman, there will be no dearth of workers, no idle Christians and no mis-fits in jobs."

When God places His hand upon a Christian and thrusts him into the work, the new worker recognizes his service is unto the Lord and not unto the church alone. This only occurs when we pray that the "Lord of the harvest" will send forth laborers.

Recruiting of workers is not just getting people to work, but it is getting them into jobs to which God has called them and sent them. Not all are teachers; not all Cadet leaders, etc. We need to help them find what their gift to the church is and how they may exercise it in the church. (Review Romans 12:6-8; I Cor. 12:28-30; Eph. 4:11-13. List on paper these gifts to the church. Note the Scripture does not magnify one over the other. Do we?)

Engage the entire congregation in prayer about the specific personnel needs in your church. Let us not usurp the power of the Holy Spirit in calling men and women for service.

2. To the staff. Often those already engaged in the work of the church are aware of those who are inactive. Present the needs to the staff and ask them to list prospects. Follow up every lead.

Ask the staff, too, what they feel are the personnel needs in the Sunday school (or the other church departments). This may be an evaluation time.

3. To the Congregation. Consider everyone who is not now engaged in the work of the church as a prospective workers. Not all will be teachers, or officers, but each one has a gift from God which should be exercised. As a leader, help them find their place.

Use the talent sheet, "My Service to Christ and His Church" (see "Local Church Plan" manual) as a guide. Adapt it to meet your local needs. List all of the areas where personnel is needed. List, too, the jobs which need to be done. These may be long-or short-term positions, but list them. (For example, if the pre-Easter drive is going to include mailings, someone is needed to stuff and stamp envelopes for this period.)

Go to certain groups of the church (CFM, UFW, CY's) with specific projects. Be prepared to explain in detail what needs to be done, the approximate cost in time and money, etc.



Every church needs a definite, systematic recruitment program. Why?

- Lack of workers is one of the greatest needs of the church today.
- God has ordained that every Christian find his place of Christian service.
- The church is instituted by God as a "service station" for Christians, and a base from which Christians are trained to go out and reach the lost.
- Church leadership is responsible to assist each Christian in finding his area of service in the body of Christ.

METHOD

Recruitment which is not carefully and prayerfully handled is ineffective. Having recognized this great need, steps should be taken to meet it.

Whichever method is used, it should be foremost in the mind of the church leadership that the spiritual challenge to service is the greatest. It dare not be overlooked. But with this challenge the member also needs

guidance as to his position in your church and his area of service. This is the purpose of a recruitment program. Spiritual desire and challenge without an outlet bring frustration.

1. Designate one person (or a committee) to be responsible to seek out persons for involvement in the church. This person may be a church council member, a member of the Christian education committee, the superintendent--anyone who can be aware that all of the positions of the church are important--none is greater than the other, for God rewards according to how each uses his talents.

Provide this person with a definite form or appropriate guides to use when approaching new recruits. (See "Local Church Plan.") DON'T beg, persuade, coax, or talk them into a job. God must speak to their hearts.

Be especially conscious of new converts, new members and those who once were active.

Ask for definite accountability and reporting from this recruiter. Provide him with a sheet, or card, upon which he places the name of each person contacted and the result of the contact. This should be returned to the appropriate person at designated time intervals.

2. Ask veteran workers to be aware of persons to recruit. Discuss the needs for personnel with the staff and ask them to be aware of persons who are not involved. Care should be taken to insure that they do not approach and recruit persons for specific positions. Rather, they should report to the person in charge of recruiting.
3. Seasonal recruitment. If the position is a short-term one, make a list of the needs and distribute it to the congregation. For example, at Christmas time there are particular activities which involve people for a short-period--perhaps for even just one day. Place a list on the church bulletin board, and ask persons to sign their names next to the jobs they will do.
4. Spotlight ministry and need. Emphasize different departments and their programs periodically. Familiarize the congregation with the value of these departments and the personnel which is responsible for each. Pinpoint particular personnel needs at that time. Ask the congregation to pray with you for these, and ask those who might be interested to contact the appropriate persons.
5. Discovery class. People do not want to attempt a task at which they might fail. Particularly is this true with adults. Some adults have given an emphatic "no" when asked to teach or usher, or do any number of things, because they do not know how, and because they feel the job is too much for them. Help these people overcome their fears by instituting a "discovery class."

Take the church membership roll and select those persons whom you wish to engage. It may be only 2 or 3. Consider the person's spiritual life, his qualities which could enable him to fill the position, and

if he has time to fulfill the task.

Send each prospect a letter, confiding in him that he had been chosen for his spiritual and leadership qualities to discover the ministry of the church. Tell him about the discovery class, and admit to him that you hope after the class he will want to experience the satisfaction of becoming involved in some phase of the ministry of the church. Do not be strictly "academic" about this class; rather approach it with "heart", practically and with enthusiasm.

A sermon about service from the pastor and a phone call about the course will add emphasis to this approach.

If the purpose is to discover new teachers, the class will have as its basis the review of teaching; if it is for a multitude of positions, the class may deal with a preview of the entire church's program. Allow the prospects to visit classes and departments, to go with another member to visit in the home, etc.--to see the church in operation. The course of study might follow a pattern similar to the following:

- | | |
|--------------------|--|
| Lesson I | Bible concept of Christian service. (Rom. 12; Eph. 4) Discussion of what each feels his desires are for involvement and what his talents are. |
| Lessons II and III | Survey of the church and its departments. Study these, and tour the departments in operation. Point out how the teachers and leaders guide the group, the areas of personnel needs, etc. |
| Lesson IV | Study of the physical, mental, social and spiritual growth of children. (See ATP Course #313.) |
| Lesson V | Skit demonstrations on how NOT to lead (teach, etc.). |
| Lesson VI | Challenge for involvement. Prospects list age groups or departments where they'd like to help. |



Let this be a relaxed time. Entertain any questions, discussion or comments the class members might have. Allow them to become familiar with the total church program as much as possible. Make sure they know the Biblical basis for their work in the church. Challenge them to be involved through your own personal interest in them.

The class may be longer than six lessons. Allow as much time as needed to thoroughly orientate the prospects and make them feel comfortable, but do not prolong the class beyond its effective period.

At the end of the class, do not ask them if they want to work; assume they do, assign them to the position you have for them. It may not be the position you originally had in mind, but through your association with them for this period you are able to know their talents and interests, and through prayer are equipped to place them in the proper job.

6. List what you have and what you need. Make a chart of the needs of the church. Beside it, list the persons who may possibly fit into the program. Using the recruitment program suggested in the "Local Church Plan", approach them.

7. Ask people why they are not busy. Show a real concern for them and their needs, rather than simply trying to "fill the vacancies". Allow them to be honest with you, without feeling they are being rebuffed. Counsel and pray with them that they will find their area of service.

8. Recruiting campaign. Publicize (paper, phone, announcements, letters, posters, registration desk, tags to wear, etc.) in the church that you are entering a recruitment campaign. State the needs for personnel and ask each person to pray that the Lord will guide you to just the right persons for each task.

CONTINUE

In addition to meeting immediate personnel needs, plan for the future. If no consideration is given now for what will transpire next year, the same problems and shortages---only more---will exist.

Those responsible for the long-range program of worker recruitment and training should consider carefully planned standards.

1. Work toward "every member enlistment" through the use of a talent survey form.
2. Operate an annual program of leadership training for all prospective workers.
3. Provide opportunity for "in-service training" for all present, active workers.
4. Keep before the congregation continually the Biblical concept for Christian service.



Leadership Preparation Week



The beginning of the Sunday school year is always a time for evaluation and dedication for all workers. To make this most effective, try a Leadership Preparation Week—an institute.

PURPOSE

The purpose of the Leadership Preparation Week is:

1. To interpret to all Sunday school workers the general plans of the church and the Sunday school for the year ahead.
2. To complete specific plans.
3. To make final preparation for the new year.

Use this week as a training ground. List the things which you hope to accomplish, and set up the program to meet these ends. It should include training, information about the church's program, planning ahead, and spiritual challenge. It should not be a time when only the leadership "tells the workers." Let it be a sharing time where ideas can be exchanged and plans laid for the days ahead.

As a result of this week, each worker should feel, "I have learned something which will make me a better worker, and I have had opportunity to contribute to the plans and programs which I am expected to help carry out in the weeks ahead."

TIME

The Leadership Preparation Week should be held near the end of the Sunday school year, but not immediately upon the beginning of the new year, depending upon the advanced preparation of those in charge of the Christian education program. Enough time should be allowed for carrying out the immediate plans which are to begin the new year.

RESOURCE MATERIALS

Each key leader should have at least the following items and be familiar with them:

Christian Education Calendar

Current Sunday School Packet

Specific program tools which relate to immediate planning

Have available chalkboards, flip charts and other charts and visuals to be used. Ask each speaker to use

visuals to depict his outline and specific points. Picture for the workers, as well as telling them, what is transpiring.

PERSONNEL

Who should attend this week? All workers who are involved in the areas to be covered. If only the Sunday school is covered, just those workers should attend. However, if all the Christian education agencies and even the total church program are considered, then workers in these areas should attend as well.

Where can teaching personnel be secured? The District or International Office personnel, if they are close, are available for such an institute. The Divisional Sunday School Coordinator, or other qualified Christian education workers in your area might be contacted.

It is not necessary to engage outside personnel for each session. In fact, it is better if the local leadership can handle some of the topics and relate them specifically to the workers and the church.

What can this week do for your workers?

- *Inform them of the program
- *Enlist their support
- *Direct their planning
- *Develop concern
- *Encourage their hearts
- *Challenge them to action
- *Unify their efforts
- *Provide resource materials
- *Help prepare them for the new year

Each evening, two sessions should be conducted. For the first hour, the subjects suggested could be covered in the general session. From there the group should divide into smaller groups and discuss how this relates to their own areas; workers with children in one group, adult workers in another, etc.

The smaller groups should be guided by a person who has helped in the planning week. Do not allow these to become wasted sessions. Through proper guidance they can become most challenging and profitable. Offer each

small group leader some questions or written guidance for leading this group. Assign specific things which the group should plan to cover. Ask them for a report after the designated length of time. For a very small staff, assign a specific topic to 2 or 3 persons to brainstorm on. Allow a designated time for them to come to a conclusion and then allow each group to report back to the total staff.

When the week of sessions is completed, the leadership should draw together all things discussed, all plans and all directives which need follow-through.

The program might also include a final wrap-up in the form of the Annual Planning Conference. While some of these items perhaps could be covered in the week's program, it is also true that a summary of the entire plan is valuable. A manual of guides for conducting the Annual Planning Conference is available upon order (see Four-square Publications Catalog).

Other program possibilities for this week include:

1. A visitation night, when each person makes a home call on his way to the meeting. Let them discuss the results when they arrive at the meeting.
2. Dedication of workers at the mid-week service which occurs in the middle of the Leadership Week. Make it a meaningful service.

SCHEDULE

Depending upon the time to be devoted to this program, the following might be considered:

<u>Time</u>	<u>Subject</u>	<u>Purpose</u>
First Night	The Role of Christian Education	A re-evaluation of the role of each part of the Christian education program of the church. (If this week is devoted only to Sunday school, only the role of the Sunday school is considered.) Define the purpose and goals for the year.
Second Night	Organization and Growth	A review of the organization structure of the program in your church; the responsibilities of each worker, to whom he is responsible, his part of the team. Plans for growth in the church for the coming year (contests, other outreach projections, etc.) Tell how each fits into the total objectives for this year.
Third Night	Improvement of Teaching	Sessions for teacher improvement. The subject matter should be chosen according to the needs in the local church.
Fourth Night	Appreciation Dinner	A time to show appreciation for all who have served during the past year.

TRAINING



THE MASTER CALLETH FOR THEE

(An adaptation of Peter Marshall's "Disciples in Clay" by O.D. Emery)

CHARACTERS:

Interviewer No. 1	Narrator
Interviewer No. 2	Fisherman representing Simon Peter
Interviewer No. 3	Businessman representing Matthew
10	representing other disciples (each wearing on his back a label with his name.)

EQUIPMENT

Table, 3 folding chairs, sheaves of paper, and a sign upon which should be lettered,

"Wanted: Disciples of Jesus Christ—Apply here today at 10 o'clock."

DIALOGUE:

Narrator: Suppose we had been appointed as the committee to choose disciples for Christ when He began His earthly ministry. Would you have chosen those He chose? Probably not. Suppose you were choosing His followers today. Would you choose me? Would I choose you? We shall leave that question unanswered while we look in on what might have happened centuries ago had we been a committee designated to choose Christ's disciples.

(3 men come in and place sign in view of the congregation.)

Intr. 1: I don't think it will take us long to find twelve men to serve as disciples.

Intr. 2: Probably not. I predict that our biggest task will be to secure the best from among the many.

Intr. 3: We must hurry now and get the materials we need. Let's go.

(The three depart. After 2 or 3 minutes, they return carrying a folding table, 3 chairs, and folders of papers.)

Intr. 2: We haven't much time. Let's get our equipment set up and ready for the crowd. They should be here soon. *(All begin to assemble the furniture and materials, and then sit down behind the table.)*

WHY TRAIN?

WHO CAN BENEFIT AND HOW?

Present Leaders benefit, because training

Revitalizes

Defines responsibilities

Unifies plans and policies

Builds a team spirit

Present Teachers benefit, because training

increases skills for achieving goals

Emphasizes spiritual dedication

Deepens knowledge and love for the Word

Leads to spiritual growth

Prospective Teachers benefit, because training

Defines clearly the aims and goals of the church department

Instructs in teaching and learning skills

Produces an effective teaching staff

Parents benefit, because training

Strengthens the sense of stewardship of their children

Gives understanding of characteristics of children

Clarifies church-home relationships

Places spiritual values at the center of life

Intr. 1: I really thought quite a crowd would be here by now. What time do you have?

Intr. 3: It's 10 o'clock sharp.

Intr. 2: Here comes a man now. He's probably a beggar looking for alms.

Intr. 3: No, I think he must be a fisherman. Probably asking directions to the village. *(man plainly dressed as a fisherman appears)*

Intr. 1: *(To the fisherman)* Good morning. The village is straight ahead down the road two miles. You won't have any problem finding it.

Fisherman: I'm looking for the place where disciples for Christ are being chosen.

Intr. 2: This is the place, but why did you come?

Fisherman: To volunteer as a disciple.

Intr. 3: My good man, you can't be serious. You are not the type we want. You look like a common fisherman from the coast.

Intr. 1: *(Turning to his associates and then to the fisherman.)* Wait, just a moment. What's your name, fisherman?

Fisherman: Simon Peter is my name.

Intr. 1: *(Speaking to Peter.)* And your age? How old are you?

Fisherman: I'm 51 years.

Intr. 2: Oh, what's the use of this. He is much too old, and not fitted at all for the task. Look here, you Simon Peter, we can't use you. Now why don't you move on away? *(Fisherman sadly departs.)*

(Next to appear is a businesslike man.)

Intr. 1: Good morning, Sir. Step right up to the table. You are here to apply for discipleship no doubt.

Businessman: Yes, Sir. My name is Matthew. When do I begin? *(The interviewers show great shock as they look one to the other, and leaning together whisper among themselves.)*

Intr. 2: Not, Matthew, the tax collector! You mean you have brass enough to ask for an appointment as a disciple of Jesus Christ?

Intr. 1: You, a quizzling, a traitor. You would make yourself a friend of Jesus. Indeed not. Jesus is going to need the friendship of the best people in the country. Why, you are so hated, you would make Him enemies everywhere you were seen with Him.

Now look here, Matthew, we don't want any trouble, so if you'll just leave quietly, we'll appreciate it.

HOW AM I DOING? CAN TRAINING HELP ME?

Suggest that your staff members each evaluate themselves, using the following questions to review their past quarter's teaching:

1. I introduced the following new methods in my teaching.
2. I used these visuals in class.
3. I visited in the home to get acquainted with these pupils and their families.
4. I urged the class to do these home projects.
5. The results of these projects are.
6. I have identified these specific needs of these pupils.
7. I have had serious disciplinary problems with these pupils.
8. These problems probably arose because.
9. I am most pleased with these teaching activities which occurred this past quarter.
10. My one goal for my teaching this quarter is.

Allow discussion to follow the completion of this evaluation. Share together needs and strengths. Pray together.



"Staleness comes sooner than it did 5 years ago." Train to keep current.

(Matthew walks sadly away turning once to look back as if to say something)

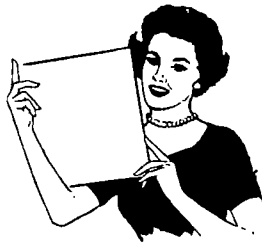
Narrator: Alas, two have come and two have gone. But wait, there are others.

(The other ten men chosen to serve as disciples appear one by one, except for James and John, sons of Zebedee, who come together. As they approach the table, they gesture with hands and make motions with lips as if speaking, but no sound is heard. Interviewers shake heads in negative indication, and each of the ten would-be disciples departs slowly. After all have come and gone, interviewers fold up table, put away papers, pick up chairs and leave.)

TEACHING TIPS

All teachers and superintendents are constantly looking for new and vibrant ideas to use in their teaching. Interested teachers often only need a "seed thought" to stimulate their thinking and spark their creative imagination along lines which will enhance their teaching.

The ideas in this section include tips which can stimulate thinking and develop into effective teaching methods.



INTERVIEWS

+ Assign each pupil a certain Bible character found in an upcoming lesson. They are to study about these Bible characters and when each one's turn comes, the teacher will interview the pupil as if he were that Bible character.

+ Interview church leaders or Christians in the community concerning their beliefs about salvation, the Holy Spirit, divine healing or the second coming. Use these interviews as a basis for class or departmental discussion.

+ Interview missionaries or other guests about their ministry. As with all interviews, the questions should be framed before the interview time. Discuss the guest's answers after they have left.

ADVERTISEMENT VISUALS

Merchants and grocers often have large and colorful advertising displays which they discard after a few weeks. Many are designed by nationally known commercial artists and cartoonists. Some are battery operated, with moving parts. Ask if you might have these when the particular advertisement campaign is finished.

Block out or cut off the commercial lettering and reuse these by adding your own pictures and lettering. Create stories to go with the pictures or use to "advertise" your own programs and features.

FLANNELBOARD NECKLACES

Prepare a small lap-size flannelboard or pocket chart. Make it from lightweight cardboard, covered with flannel or construction paper folds for pockets and a pocket chart. Put a string through each upper

corner and hang it around the neck. When the teacher sits or walks around, his visual goes with him. Bits of colorful yarn make background scenes, chenille wire stick figures and objects from black felt or flannel-backed construction paper adhere to the flannel.

Allow the pupils to use this flannelboard, too, for review and pre-session.

LET-ME-DO-IT LIST

Make a list of students' names on a poster or chalkboard. Assign a Sunday when each pupil can be the helper for the day. Place a star beside the name of the child who is to help. Explain his responsibilities--to pass out pencils, and crayons, collect the offering, hand out papers, etc.

More than one child may be chosen each week, depending upon the number of helpers needed.

SEARCH ASSIGNMENTS

Assign a certain Bible portion to be researched the week prior to the lesson. Give the students specific guidelines as to what to search for. Example: Prior to Christmas assign Matt. 2:1-15 and Luke 2:1-33, and ask the pupils to bring to class a list of words they find beginning with the letter "s". Or, assign a portion, asking that they list the names of the people or places mentioned.

"THANK YOU" FIGURES

Use colorful pictures to show how God provides for us. Cut a number of animals, fruit, vegetables, etc. from coloring books. Glue to colorful construction paper and cut out this, plus another outline of the figure. Paste or staple the sides and bottoms of these together, leaving the tops open, thus making a pocket.

Find pictures of the products associated with the figures. Paste these to construction paper and slip them into the pockets. Example: One of the objects might be a cow. Slip a picture of a carton of milk or a brick of cheese into this pocket. An "orange pocket" might contain a picture of a can of orange juice.

Ask the children to find pictures which illustrate these as well. Lead the children in thanking God for

providing these things. Letter each pocket, such as, "God made me. I am an apple. I give apple juice."

Allow the children to take the items from the pockets and thank God for them. Occasionally, take all of the objects from the pockets, scramble them on the table and let the children match them with the correct pockets.

COSTUME BOX

A box of old clean clothes and hats is useful in acting out stories. Using adhesive-backed paper, cover a large cardboard box to use for this. When the lesson is about baby Jesus, Moses or Samuel, a little girl can dress as the mother. Old draperies make good Biblical robes, headpieces can be made from scarves. Headpieces can change a child into any character without other garments. A crown, helmet, gold band take care of many identities.

CLOTHESPIN BIBLE CHARACTERS

Using the non-snap clothespins, allow pupils to make Bible characters. A box of scrap material and yarn can be used for clothing. Ask pupils to crayon faces on the clothespins. Cut head openings in the center of the cloth rectangles and then slip the tunic garment down over the head and face of the doll. Tie at the waist with yarn. Simple headdresses can be made from the scraps.

These dolls become the good Samaritan, Peter, the disciples--whomever you need.

TABLE-TOP FIGURES

Transform flannel figures into table-top characters by gluing these figures to popsicle sticks in such a way that the stick extends 2 or 3 inches below the bottom of the figure. The story is presented using the edge of the table instead of a flannelgraph. Figures can be made to walk and engage in action as the teacher moves the sticks below the pupil's line of vision (behind the table).

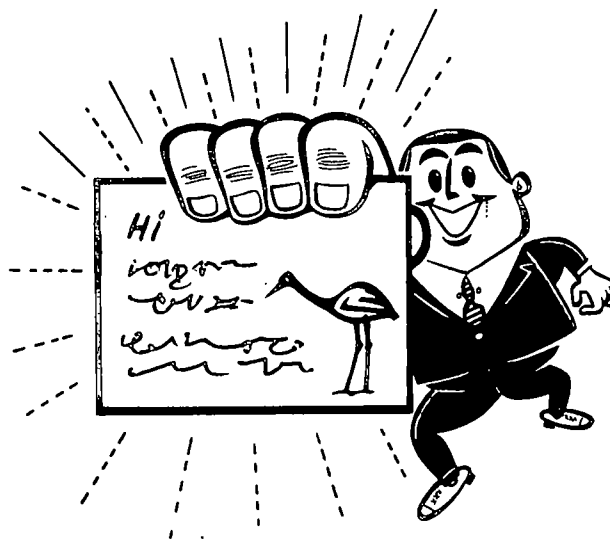
ASSIGNMENT INTEREST

Send each pupil a card during the week with a special assignment on it. Include an element of surprise. For example, if the lesson is about the great flood, the card might say, "This week birds will play a major part in the lesson. Look up in the encyclopedia all the information you can find about doves."

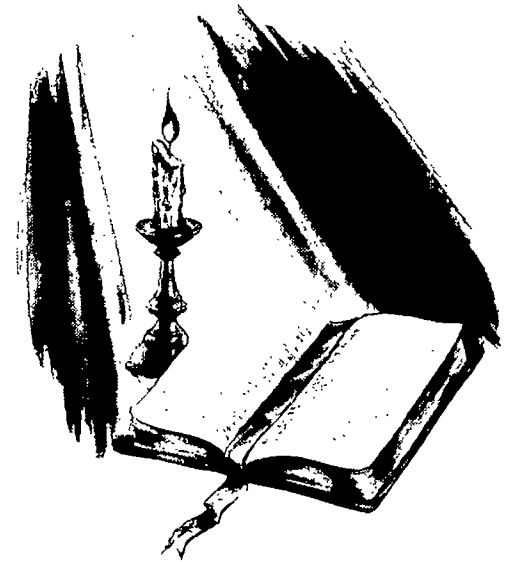
On Sunday morning discuss with the pupils the characteristics of doves which the pupils have found. List these on the chalkboard. Use this as an introduction to the lesson.

BIBLE CHARACTER TREE

A bare branch, an evergreen branch or a small tree may serve as the base for the tree. At the beginning (or the end) of the class period, give each pupil a chance to name a Bible character and tell something about him. When the teacher is certain that he knows the character, give him a leaf cut from construction paper. Write the name of the Bible character on it, with the student's name underneath and place it on the tree. Use a florist's tie or similar material for the leaf stem so it can be tied onto the tree.



MEMORIZATION



"Thy Word have I hid in my heart that I might not sin against thee." What better reason exists for memorizing Scripture? What better weapon is shaped that can combat the darts of the Enemy? The answer is none. When in real need the Christian who can call upon the memorized Word has a great storehouse.

Scripture memorization should be a vital part of each Sunday school program. Special verses and portions of Scripture for memorizing are always included in the Sunday school lesson materials. Assist the teachers and superintendents in helping students commit God's Word to memory.

PARENT PARTICIPATION

Show students and parents how to use the student's book as a memorization guide. Take the book to the pupil's home and explain to both he and his parent that every student's book provides memory assignments, the regular weekly verse and the special memory work for the quarter (extra credit verses, songs, etc.).

Date the verses in accordance to the weeks. If a memory chart or contest is included, stimulate their interest by explaining this briefly. Solicite the cooperation of the parents in helping his child complete the memory assignment weekly.

MEMORY VERSES BOX

Secure a small pasteboard box, about 3" long, 2¼" wide and 1" deep for each pupil. Paste a picture of Christ on the top of each box. Mimeograph all the memory verses for the quarter on small cards---as set for each box. Present the memory program as an opportunity for each child to earn and maintain a Scripture Promise Box. After a pupil has repeated four of the weekly verses, he receives his box and four cards on which are typed the verses he has learned. Each week as he repeated a verse, give him the corresponding card. If extra verses are learned, type these verses on different colored stock and add them to his box.

SEALED ORDERS

Prepare two envelopes of work for each pupil. In one envelope have cards containing the first half of each memory verse. In the other, place the other half of the

verses. At a given moment, begin the review by allowing each pupil to open his two envelopes and arrange all verses correctly. When all have finished, let each pupil read a verse. The others are to decide if the two proper pieces are together. If not, have them quote the verse as it should be.

To vary this, write a verse on each card, but omit certain words. Seal envelopes and at a given moment have pupils open their envelopes and fill in the missing words.

RAT RACE

Make a point-scale chart in the center of poster board. Thread two large rubber mice (rats) on two different strings and fasten them to the poster board, on either side of the point scale. Make sure the strings are as taut as possible. The "rats" can then be pushed up and down the string.

Divide the group into two teams, a rat representing each team. Give the reference of a memory verse. If the pupil, whose turn it is, can quote the verse, push the team's "rat" up the scale. If not, give the other team a chance, and award them accordingly.

A "piece of cheese" might be placed in the center of the scale. The winning "rat" gets the "cheese".

MATCH THE SYMBOLS

On the left side of the flannel, place the references for a number of Bible verses. Prepare symbols to correspond with the verses---symbols which will easily be identified with the verse---and distribute these to the pupils.

Read the verse in unison. The pupil with the right symbol should come forward and place it on the board

in line with the correct reference. Symbols such as a word for John 3:16; sheep for Isa. 53:6 or shepherd for Psa. 23 might be used.

HOOK BOARD

Screw 10 metal hooks into a board 2" x 1" by 2 feet, about 2 inches apart. Above each hook place a gummed label with the reference of a Bible verse. Type or letter the corresponding Bible verses on mail tags--one on each tag. Tie the tag string so it can be hung easily on the hook.

Vary this review:

1. As the leader reads the verse from the tag, award points to each pupil who can match the verse with the correct hook.
2. Place all tags on correct hooks. Leader reads reference above hook, and pupil who can repeat verse correctly receives points.
3. Give tags to pupils to see if they can hang all of the tags on the correct hooks, in a designated time limit.

MATCH THE PICTURES

Place pictures around the room which relate to the memory verses. Each picture should have a number printed in the lower corner. Give each pupil a list of memory verses. Instruct him to match the verses with the pictures, putting the correct number next to the verse or reference. After a set time, check the lists for accuracy. Allow the pupils to make corrections on their lists.

UNDERSCORING VERSES

Make sure each pupil has his own Bible. As he memorizes a verse and can say it to the teacher, underscore that verse in red. As the pupil sees the marked verses in his Bible, it recalls the verse to his mind.

CUCKOO CLOCK MEMORY CHART

Make a posterboard cuckoo clock for each pupil. Cut 12 construction paper circles and a bird for each clock. As the pupils learn their verse each week, place a circle on the clock, beginning at the 12 o'clock position and moving clockwise. On the final Sunday, place the bird in the proper spot. Extra memory verses may make up the clock hands.

WHISPERING GAME

Whisper a verse to the first child in a group circle. He in turn whispers what he heard to the one sitting next to him, and so on around the circle. The last child should repeat the verse aloud. Then show the memory verse (printed on a flash card), so they can

check where they may have missed the correct wording. As time permits allow each child to repeat the verse to the group.

MEMORY POSTER

For the longer portions of special memory work, prepare a permanent poster. Print the passage with felt pen on unbleached cotton. Place a doweling through the top and hang in the room. This may be easily filed at the end of the quarter and used again next year. The connected passage is more valuable to the pupils than the single verses.

SCRIPTURE FLOWER

Take a snapshot of each child. Paste the picture on a 2-inch circle of construction paper. Use this circle as the center of a paper flower. Make a 6-petaled flower, with a stem 5 inches long. Place two 3½ inch long leaves on each side of the stem. Make each child's flower from a different color construction paper.

On the first Sunday, have each child pin the flower pot, stem, leaves and one petal of his flower on the bulletin board. Each week when he learns his verse, add a petal to the flower. When the flower is completed, glue the pieces in their proper place and take the finished product to the home of the child.

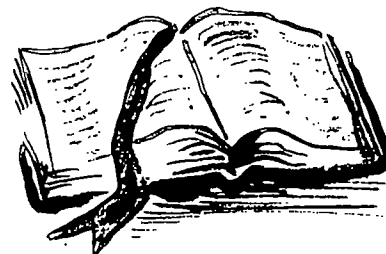
HEARERS OF THE WORD

Station at various spots in the Sunday school each Sunday those who will listen to the pupils who have learned their memory verses. His job is to ask the pupil to repeat the verses learned, mark the individual memory chart and remind the pupil of the next week's verses. Too, he should encourage the pupils to memorize the additional, extra-credit verses.

SCRIPTURE QUESTIONS

Ask questions which can be answered by the Scripture to be memorized. Allow only the reciting of the verse to be the correct answer. Use this method in class, when telephoning pupils and in greetings with pupils.

Develop this method to allow the pupils to ask questions of the teacher, who must answer by Scriptures. Allow the pupils to carry on conversation by Scripture as a form of review. Through such conversation, the pupils also become accustomed to answering with the Word, that sharp two-edged sword.

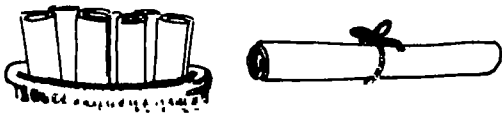




REVIEW

Gregory's seventh law of teaching states, "The test and proof of teaching done must be the reviewing, rethinking, reknowing, reproducing and applying the material that has been taught."¹ He goes on to say, "Review, review, REVIEW, reproducing the old, deepening its impression with new thought, linking it with added meaning, finding new applications, correcting any false views, and completing the true."²

Review is an important and necessary activity, but interesting and attractive ways for doing this are not always easily found. The "What-did-we-study-last-week" approach does not stimulate thinking or interest in reproducing past lessons. Creative thinking and planning on the part of the teacher is necessary to make review attractive to students.



PICTURE REVIEW

Secure several paper toweling rollers. Cover each with adhesive backed paper. Into each roll place a picture which describes a lesson or a Bible incident. Put these into a container, such as a waste can. Ask each pupil to select a roll, remove the picture and as he shows it to the class, to tell what he remembers about the story. Be prepared with some well-formulated questions to stimulate the child's thinking. Repeat the procedure until each has an opportunity to participate.

"DO YOU REMEMBER" BOX

Into a box place small sheets of paper upon which a Bible character's name is placed. Include the Scripture reference of the lesson with the name of the person. Explain that the following week each will act out the part of the character he chose. Ask each to rehearse his part at home, having some member of his family or a friend to speak for the other character in the story. If there are more students than there are characters, prepare extra slips of paper with Scripture references only and allow those students choosing these to be critics who will have studied the lesson to be able to recognize mistakes or add to the performers' presentation.

TICK-TACK-TOE

Mark off the chalkboard into nine squares. Head each square with a different lesson title. Divide the class into two sides. Ask pupil #1 on Side A to choose a lesson from which he would like to answer a question. Give him a question from the list you have prepared. If he answers correctly, mark that square with an "X". Go to Side B. If this student answers correctly,

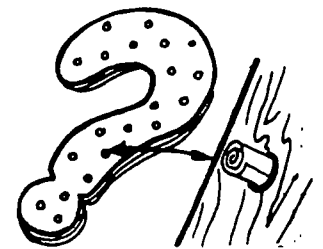
place an "O" in his square. Continue in this manner until the game is won.

For individual review, make up several tick-tack-toe boards each with a set of questions. Allow 2 children to play together on this review.

QUESTION MARK BOARD

From a piece of $\frac{1}{4}$ " Masonite, cut a large question mark. Make it about 3 feet high. Attach to a hinged leg. Drill $\frac{1}{2}$ " holes at 2" intervals from the top to the bottom of the question mark.

Type a question to fill each hole and roll each like a little scroll. Let the pupil choose from the question board. If he answers correctly he may choose another question. In turn, give each pupil an opportunity for choosing a question.



SPIN THE ARROW

Cut a large round piece of posterboard and with a brad fasten an arrow to the center. Make sure the arrow can spin freely. Place colored pictures illustrating the lessons being reviewed around the edge of the circle. Let the students spin the arrow. When it stops at a picture, ask the student questions about the picture and have him tell the story it illustrates.

To add variety, place answers on the cardboard instead of pictures. When the student spins the arrow, he must make up a question which fits with the answer he has chosen.

SILENT REVIEW

Make a list of questions, all of which can be answered with "yes" or "no". Instruct the pupils that no words are to be said during the quiz. If the answer is "yes", they are to raise their hands, if it is "no", they will put their hands behind their backs. Anyone who speaks during the quiz is disqualified.

OPEN-END STATEMENTS

Provide each student with a pencil and paper and give him a list of unfinished statements to complete. For example: "Peter said Jesus was the Christ, the _____." After the statements are completed, they could be read aloud and discussed.

This is a good way, too, to know what your pupils are thinking. Prepare such open-end statements as "I love God because _____"; "Jesus is _____", "It must be awful to _____". After completion, collect these and review them privately.

STORY REVIEW GAME

Have the children sit near the visual board. Explain to them that they may help tell the story. Give each one or more cards or pictures which depict key words (person, places things) from the story. Have the children hold up their cards so that they are visible. As the story is given, stop before each key word and or picture on the board.

After all the cards are placed on the board, have the children retell the story.

Use this same method to review Scripture verses.

HEADLINE NEWS

+ Make up several "newspapers" for reviewing the lesson. Print the story or questions on typing paper and glue them to the inside of a real newspaper. The teacher can read the "headline" and ask the pupils to tell the lesson which fits it. Use the prepared questions to guide the lesson review.

+Prepare 2 newspapers. Print the story in very short form on them, alternating sentences on each paper. Have one pupil read the first line from his paper, and the second student read the second line from his. (Print their names at the beginning of each line to guide them.)

After the story is read, hand out cards which read, "Is this news report correct?" Make one glaring mistake in each story. Allow time for the class members to write their answer. Discuss the error and correct it so the news will read correctly.

REVERSE QUIZ

Allow the class to ask questions of the teacher... questions about the lesson. The pupils are to work out

their questions at home and to try to stump the teacher on Sunday.

PLACE CARD REVIEW

Make place cards for each pupil on Sunday. Decorate each with a small part of a picture or an object which will recall a recent Sunday's lesson. Allow each pupil to guess the story and tell a little about it. Prepare probing questions to guide in this review.

TESTING

Prepare a simple true-false test over the materials studied in the past 6 weeks. Give each pupil the written questions. Pupils may or may not sign their names. If many pupils miss many questions, the teacher then knows he is not communicating. If grades are high, thank God for helping.

- + Keep a bar graph chart of the class averages.
- + Allow the students to take turns preparing and giving the quiz.
- + Divide the class into teams. Vary the questions-- a category of toss-ups when anyone may answer; true and false. Award points to teams, not individuals.

BIBLE NAMES

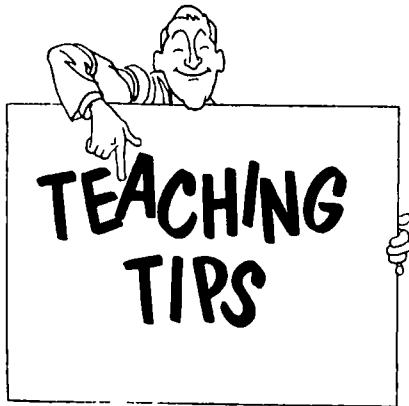
At the beginning of the quarter, the teacher announces he will give each pupil the name of one of the Bible persons studied that quarter. Assign the name on the last Sunday of the quarter. Explain that the pupil will be asked at least four questions about the Bible person. Questions will be such as, "Job, what great calamities tested your faith?", "Jacob, how many sons did you have?"

STUDENT TEACHER

Tell the class that you want them to help with the lesson review and that you are praying about the selection of that pupil. When that person has been selected, write him a note, asking him to be prepared to tell the lesson the next week. Designate a time limitation. Allow him to use the visuals which correlate with the lesson.

When the pupil knows he has been selected after you have definitely prayed about this, he will enter this preparation and presentation with a proper attitude.

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- 1 The Seven Laws of Teaching, John Milton Gregory, pp. 5 and 6
 - 2 Ibid., Pg. 7



BIBLE READING AND MEMORIZATION

Periodically the value of memorization is discussed in public school education. Some feel it is of little profit; others rely heavily upon it.

The Bible declares itself simply and clearly when it comes to learning the Word of God. *Psa. 119:11* states, "Thy word have I hid in mine heart, that I might not sin against thee." Bible reading and memorization programs should be used consistently and encouragement given to all pupils—of all ages—to commit great portions of the Word to memory.

SUMMER BIBLE READING

Most public libraries carry on Summer Reading Programs for school-age children. The Sunday school's text, the Bible, can be emphasized in a Summer Reading Program, too. Set up such a plan in your church.

1. Make a chart (see below) which lists each book of the Bible. Longer books may be divided into several portions. Provide space for several people to sign up to read a certain portion. (The number of spaces provided will depend upon the size of your school. Larger Sunday schools may wish to make a chart for each department. Assign certain Scripture portions to each department.)
2. Choose a recorder whose duty it is to keep the chart up-to-date as Bible reading is reported.
3. Each week as the person comes to Sunday school he reports, to the recorder, the chapters which he has read during the past week. The recorder then colors in the spaces indicating these chapters.
4. Allow all children who can read to participate—even first graders. While the teacher or superintendent may need to guide the children who sign up for this reading program, these children should not be discouraged from reading as best they can. It is suggested that the New Testament chapters—perhaps the Gospels—be assigned to the children's departments. One class may be assigned a chapter and each child's name be recorded on the chart, with the verses which he has volunteered to read.
5. During the opening worship time and other testimony times, encourage each individual to share with the congregation something he has read and the impressions which the Holy Spirit has made upon his heart as he read.
6. Encourage family Bible reading during this time. If a family wishes to sign up for a certain portion, record each member of the family on the chart. (If departmental charts are used, each member's name is recorded only on his own department's chart.)

BIBLE READING CHART										
Join in reading the Bible										
BOOK	CHAPTERS								NAME	CHAPTERS
GENESIS	1	2	3	4	5	6	7	8		
	9	10	11	12	13	14	15	16		
	17	18	19	20	21	22	23	24		
	25	26	27	28	29	30	31	32		
	33	34	35	36	37	38	39	40		
	41	42	43	44	45	46	47	48		
	49	50								
EXODUS	1	2	3	4	5	6	7	8		

(Continue for each book of the Bible. When the reader reports he has read a certain chapter (s), color in the square which indicates this chapter. A person may sign up for as many or as few chapters as he wishes.)

SUMMER READING CONTEST

If the Sunday school wishes to use the reading program as a contest, the following suggestions may be used as guides.

Plan #1

Divide the Sunday school into teams, with an equal number of children, youth and adults on each team. Make a chart for each team and proceed as above. The team which completes its Bible reading first is declared the winner.

Plan #2

Provide a large chart upon which to record the Bible reading progress of each individual reader. Divide the Sunday school into sections, such as the following:

Section 1—High school through adults (men may be divided against the women in this section, too.)

Section 2—Junior and Junior high grades.

Section 3—Primary grades.

Especially in the younger grades, guidance should be given as to which books or chapters to read. Credit should be given for the number of verses read, rather than the number of chapters.

Adults—Many of the adult Sunday school books have Bible Memory Kits to be assembled. If these courses are taught, the Kit verses should be used. If not, mimeograph a list of Scriptures to be memorized.

Allow credit for all verses learned.

At the end of the four weeks, check the charts. The pupils who have covered their churches with glass blocks should receive red crosses for the towers and green bushes.

BIBLE MEMORY BEES

Fill a beehive during the memory drive.

Outline a beehive on poster board or pressed wood. On bee-shaped cards, write the verse for the week and place the card near the entrance of the beehive.

Weekly as the memory verse is quoted, move the "memory bee" into the hive and place a new "bee" close to the hive entrance.

Encourage pupils to learn additional verses, and place the reference for each of these on a "memory bee". Create incentive and excitement by having a lively Bible memory drill—like a "spelling bee".

BIBLE STUDY HELPS

Teach children, especially juniors, how to use the Bible concordance and marginal references in their Bibles. Bring to class several different Bibles (each having different center references) and a Bible concordance. After you have shown them how to use the concordance, quote a verse of Scripture and have the pupils look in the concordance for that verse. After they have found the verse, point out the marginal reference which refers them to other verses which contain the same word(s) or thought. Have the pupils read the verse. Show how it deals with the same theme.

BEGINNING BIBLE STUDY

To start pupils in daily Bible study, make a chart for each pupil by drawing an outline of a church building on white construction paper. Divide one wall of the church into 28 rectangles. Write a day of the week on each rectangle. Cut blocks from pale-blue construction paper to fit the rectangles on the church.

Each Sunday either give the pupils a list containing the Scripture verses to be read each day of that week, or point these out in the student's book. The following Sunday, allow the pupils to paste glass blocks (light blue pieces) on their rectangles, corresponding to the days they read their Bibles.

MEMORY ROLL CALL

Each week when the teacher calls the roll, ask pupils to respond with a Bible verse which they have memorized.

Limit the number of times the pupil may quote the same verse. Too, ask the first pupils to quote the beginning of the verse, and the next pupil to finish it.

MEMORY CHALKBOARDS

Write the memory verse on the chalkboard, leaving blank certain words. Allow early arrivers to write in the missing words. Challenge them to work in pairs to write additional verses in the same manner.

TEACHING TIPS



All realize that involvement is necessary for true learning. Parents know this, so instead of feeding their child year after year, they let the child learn to feed himself. Teachers know this and therefore instead of letting the pupils only listen as they do the arithmetic problems, they allow the pupils to try. The proverbial "swimming lessons by correspondence", too, point up this truth: we all learn by being involved with the activity of learning.

This is of course true, too, in the Sunday school. Students must be involved with the learning if they are going to understand and appropriate the truths taught to their lives.

Research shows us that the amount of involvement is in direct proportion to the learning which occurs. A recent study on how people learn, conducted by Socony-Vacuum Oil Co., revealed that people remember the following:

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say as they talk

90% of what they say as they do something

Such facts challenge conscientious Christian teachers to involve pupils in activities which help them learn better. Such learning activities should be a part of each lesson.

With the new emphasis upon total-session teaching—using the entire Sunday school time (from the time the pupil arrives) to develop one central lesson aim—learning activities can and should be a part of this teaching procedure.

BIBLE LEARNING ACTIVITIES

Bible learning activities are those activities which involve the pupil to bring about the following results:

1. To reinforce Bible truths taught.
2. To help the pupil put the Bible truths into practice.
3. To develop the pupil's skill in using the Bible.

They are more than games or "play". Each has a purpose. They are *learning* activities, and they are *Bible* learning activities.

In order for Bible learning activities to be effective they must:*

1. Get the pupil into the Bible for purposeful Bible study.
2. Coorelate with the lesson taught, and thus contribute additional reinforcement of the lesson or unit of study.

Activities which do not do these two things may well be deterrents to Bible learning rather than helps.

There are basically three *types* of Bible learning activities: These are:*

1. Those used primarily to arouse interest or capture attention.
2. Those that help children find facts or discover information.
3. Those designed to encourage children to express knowledge, understanding or feelings.

The following Bible learning activities may be used throughout the Christian education departments of the church. Care should be taken to assure that they meet the above guidelines when they are implimented.

*Adapted from *Ways to Help Them Learn*, Bolton, Regal Books, Gospel Light Publications.

SONGS THAT TEACH

New words can be written to familiar tunes to teach Bible facts and knowledge. For example, the familiar tune, "Bringing in the Sheaves" is used to teach the names of the 12 disciples and titled, "There Were 12 Disciples". The tune of "If We All Will Pull Together" has words written to it which teach the books of the Bible. (Both of these songs are found in the book *"Songs for Children"*.)

BOOKS OF THE BIBLE

In addition to the song above many activities can help pupils learn the books of the Bible—a necessity for effective use of the Scriptures.

Crisscross Puzzles. Allow the pupils to make up (or make beforehand) crisscross puzzles into which the books of the Bible will fit. A smaller group may create one of these, the teacher can mimeograph enough copies for the entire department, and it can be presented as a pre-session or learning readiness activity. Consult crossword puzzle books for ideas and arrangement of words.

Rhymes. Make a list of words which will rhyme with the names of the books of the Bible being studied. For example: "robe" for Job; "calms" for Psalms, etc. Ask pupils to not only find the name of the book, but to then put them in their proper order.

Allow pupils to add to the list and to challenge others within the group to identify and categorize the names. Or, type the names of all of the books of the Bible in proper order, only omitting those that have rhyming words. Allow pupils to put in the proper rhymed book.

Matchbox library. Secure 66 small match boxes. Cover each box with construction paper—a different color for each division of the Bible; i.e., the Books of Law one color; Books of History another, etc.

Pour out the matchbox library to disrupt the order. Allow the pupils to work with the boxes to put them in to proper order.

Small slips of paper with memory verses on them can be placed in the boxes, too, thus it's used as a memory tool when pupils choose the verse to be recited.

Cassette. On a cassette tape, record the books of the Bible, omitting the name of some books, and substituting a number instead. Supply the listener with a piece of paper upon which are listed the numbers which correspond with the numbers on the tape.

When listening to the tape, he is to write down the name of the missing book beside the number which corresponds with the number on the tape. Allow a brief pause on the tape to give time for writing.

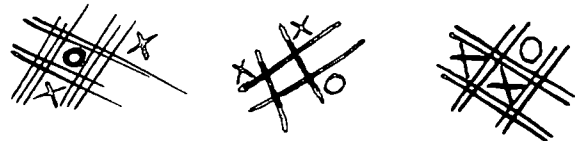
When the worksheet and tape are completed, supply the pupil with a correct listing. Allow him to compare his answers. (Most effective with pupils who have completed some preliminary study of the books of the Bible.)

GAME BOARDS

Allow the pupils to make up games which can serve as review or reinforcement tools. As other learning activities, these games should follow the basic rules outlined at the beginning of this section.

Game trails. Design a trail gameboard (somewhat like Monopoly). Allow pupils to designate what each square will be—always keeping in mind these must pertain to the lesson or unit aim. Such a board may be designed to entirely deal with memory verses, too.

Secure a marker for each player and make questions to be answered so the players can progress around the board.



Tic-Tac-Toe. Invite the pupils to review the lesson text and write questions over the materials. Design a tic-tac-toe board, with each square designating a specific topic. (If the lessons are about David, one square may represent questions about Saul, one David, Jonathan, Solomon, etc.) The participant in playing the game tells which square he wants and must answer the question dealing with that particular topic.

This activity may be used for a seasonal theme, too. Each square might represent an aspect of the Christmas story and the information called for portray this message.

Spinner games. Design a round piece of posterboard with a spinner attached in the middle. Around the edges put block numbers, as many as can be arranged.

After pupils have written out questions about the lessons studied and have numbered them to correspond to the numbers on the posterboard game, allow each pupil a chance to turn the spinner and to answer the question which is numbered the same as the number at which the spinner stopped.

INTERVIEWS

Stage an interview with the specific Bible character you are studying. This person could be a pupil (or several pupils) or an adult. Whomever is chosen must be knowledgeable about the incidents in the life of the Bible character he represents.

Allow pupils to make up questions which can be used in this interview. The "Bible person" should be costumed in garb depicting the dress of the biblical time. (Good research for the group, too.) The interview, when completed, should have covered the major points of the lesson or unit study. Questions can be included which tell how the character felt about and reacted to the incidents depicted.

WALL CHARTS

At the level of the pupil, cover the wall with long sheets of butcher or shelf paper. Provide a section for each lesson of the unit to be studied.

After each lesson allow the pupils to draw the major incident of that lesson. Title that portion of the chart. Each week add to the chart until at the end of the unit each lesson is depicted.

Review the chart with the pupils, thus reviewing the lessons. Include the application for their own lives.

GUIDES FOR MAKING QUESTIONS

1. Cover the major points, not minor issues.
2. Cover specific facts you want the pupils to remember.
3. Each question should be clear and stand by itself.
4. Progression in questions is unnecessary.
5. In competition, make all questions of the same relative complexity, not very easy questions and very hard questions (unless point differences are allowed).
6. Questions should make the pupil think; challenge him.
7. Questions should be factual, not interpretive, when competition is involved.
8. Allow pupils to make questions whenever possible. Guide them as they begin.

TEACHING PRAYER

Sunday school teachers can put clearness of meaning to prayer by use of pictures and objects. From a large box of pictures or number of objects, have each child choose an item which represents something he especially likes. As he holds the picture or object, he will say, "Thank you, God, for our mothers (or whatever the object represents). The teacher may then help him by leading into conversation such as, "God, show me how to help my mother." Prayer will have meaning when it becomes conversational and related to the child's life.



CONVERSATIONAL PRAYER

Little children love to use the telephone and to imitate their mothers and fathers. Telephones can teach them how to pray to their Heavenly Father.

From posterboard, make a large telephone dial. Paint or glue on in black letters, "G-O-D". Place a circle over the letters, leaving approximately 3-inch holes for dialing, through which the letters can be seen. Fasten the circle with a paper fastener.

Make the phone receiver on separate paper, using yarn as the connecting cord. Fasten the phone in an easily accessible place for the children to use. Allow each child a chance to dial and thank God for something He has done.

PRAYER HABITS

Buy or make some small novel containers for each member of your class. Write prayer requests on small cards to fit into the container. Have each pupil draw one request from your hand, place it in his container and take it home to use at prayer time each day. If they remember to pray for this need five of the seven days, they may bring it back and exchange it for a new request. This does not mean they do not pray anymore for that first item.

Make it voluntary for those who wish to do it. There may be some pupils who have requests, too, that they wish to include. Requests which include exciting facts or urgent needs will often grip children and prompt prayer. Help them in this way to develop good prayer habits.

PRAYER BY FINGERS

Teach pupils to use their five fingers as a guide for prayer. The thumb, which is nearest the body, repre-

sents people near to us—members of our family, close friends, other loved ones. The second finger, used for pointing, stands for those who 'point up' the way to Christ—ministers, missionaries, church workers. The third finger is the tallest—for leaders of our country. The fourth finger, according to many pianists, is the weakest—for people who are in need because of sickness, trouble, or poverty. The little finger, smallest and least important—for ourselves.

When praying, the pupil uses his fingers to remind him to pray for these persons.

ROOM ACCESSORIES

Rooms teach, too. Create a learning atmosphere by the items which appear in each room.

BULLETIN BOARDS

+ Before placing pictures or other items on the bulletin board, cover the board with light green or pink crepe paper, thus creating a refreshing area of color.

+ Cover a sheet of Celotex or similar material with a pastel colored decorator's burlap. Bind the edges with tape or colored adhesive tape.

Mount pictures for the board on construction paper or cardboard. (These can later be put into a picture file.)

+ Bulletin boards should always be placed at eye level—of the pupils, not the teachers. For smaller children, include "touch-and-feel" items.

WORSHIP CENTER

Repeat the color used on the bulletin boards as a covering for the worship center table. On the mat, display an open Bible, surrounded by items which depict the season or theme (spring flowers, snow flakes, etc.).

MOBILES

Use old Sunday school pictures or take home papers to decorate the classroom. Cut out the pictures and paste them to paper plates. Cover with plastic wrap, drawn tight to look like glass. Punch holes in top edges and add ribbon bows to each. Add a Scripture under each picture. Hang these as mobiles in the room. (Metal coat hangers make fine bases for mobiles—used either in their regular shape, or pulled into a circle.)

Create a mobile to fit the day's story. Example: Make an ark from heavy construction paper and hang cutouts of various animals from the ark. As the stories are reviewed, too, hang the mobiles again.



GROWING THINGS

+ Plant an herb garden—rosemary, spearmint, wild marjoram, sage, chives all have delightful smells and tastes. Allow the children to plant the seeds. When leaves appear, carefully remove several and wash them. As the children handle and taste them, ask, "Does this leaf have a good smell? How does it taste? God planned for these plants to have a special smell and taste and he made your nose for smelling and your tongue for tasting. God is good!"

+ Carrot tops (with a small stub of the carrot to balance it) placed into water grows easily. Sweet potatoes make nice plants and take very little care.

SANDPAPER BOXES

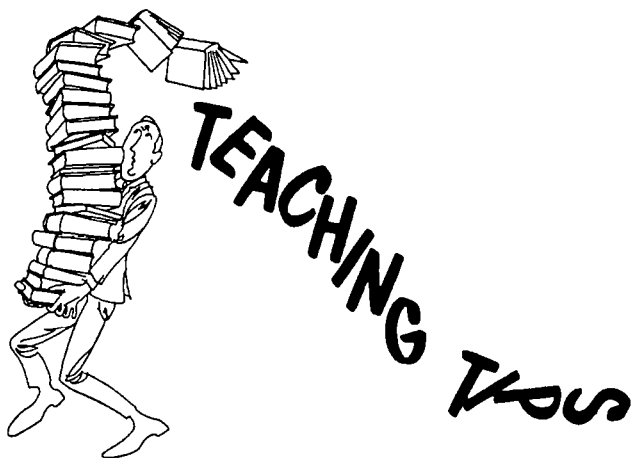
Collect cardboard boxes in various sizes—hosiery or shirt boxes are ideal. Glue coarse sandpaper to the outside of the box cover. Add a collection of bright yarn scraps to be stored in the box. The idea: to make outline pictures by pressing the yarn into the sandpaper. Mistakes can be obliterated in a moment and the whole picture removed whenever the "artist" wishes.

TABLE TOP DISPLAY

Place a transparent plastic cloth on a table. Under the cloth place pictures pertinent to the lesson, a map of the Holy Land, hand-lettered Bible verses for review, lists of absentees, snapshots of the class members—anything. Do not allow the display to become cluttered, and change it often. Use it for season emphasis, too.

"SPRING" TREE

Place a bare branch with a tree-like shape into a large cheese carton filled with gravel and rocks. Decorate the tree with blossoms made of tissue paper. Add such items as butterflies, artificial bird or bird's nests, etc. Use as a room decoration only, or add the names and pictures of children—in the center of a flower. As they enter each Sunday allow them to place their picture to the tree that week.



Everyone learns by doing. In fact a far greater percentage of what a person does is retained in memory than what a person either sees or hears.

Activities in the Sunday school can be teaching moments. Tools such as lesson books which involve the pupils in a Bible study, field trips which point out the marvels of God's world and handcraft projects which relate to the lesson truth taught are but a few of the activities which are learning situations.

Some of the following activities are more adaptable to a certain age group than to others. When applied to proper ages, each can be a learning situation for the pupil and an aid for the teacher.

LESSON BOOKS

Securing the cooperation of pupils to use their lesson books during the week is a continuing challenge for each teacher. The value of these books is not that the child completes his, but that he is guided into Bible study and through it is reviewing the lesson truths of the previous Sunday.

The teacher must present a positive attitude towards these lesson books and challenge the pupils to use them. Following are some ideas which other teachers have found to be successful.

INSTRUCTIONS

Paste instructions and a personal note to the child in the front of his lesson book. Begin by telling the purpose, such as: "You receive greater spiritual blessings from Sunday school if you complete your lesson book. Ask God to help you do your lesson day by day each week." (Avoid the words "workbook" and "assignment".) If the teacher plans to grade the books and give special recognition for them, she might include this with the instructions. It might read, "If you complete your book well, you will be able to take part in a special treat (some form of social). Instructions follow:

1. Write your name on your book.

2. A completed lesson includes memorizing the Scripture verse. Write "yes" beside the memory verse if you have memorized it. One point will be taken off if "yes" does not appear beside it. Be prepared to quote the verse if called upon.

3. When you arrive in Sunday school each week, hand your book to the teacher.

4. One point will be allowed for each correct answer. Any questions concerning personal opinions or convictions will not be graded, but if questions are left blank, points will be taken off.

5. Those who complete their work and miss fewer than 13 will go on the award trip free of charge. Those who miss from 14-25 may go for half price. Others will not be eligible.

6. A record card informing your parents will be mailed at the end of the quarter.

7. When absent, completed lessons will be graded on the Sunday after your absence.

Take the lesson book to the pupil's home and review these instructions with him and his parents. Do not begin such a plan unless you are willing to follow through on each point.

MAKE-UP PARTY

Once a quarter have a make-up party for the class. Ask each pupil to bring his lessonbook and review all the lessons for the quarter. Complete missing assignments. Then have the pupils pair off to drill on memory work. A quiz might be included to add variety.

LESSONBOOK AWARD

Secure a lessonbook award. It may be a large seal

to paste on the front of the completed book, a ribbon (such as used in sporting events), or a Certificate of Award*. Present this award to the pupils who have completed their books at the end of the quarter. Make this a public presentation.

*Order from Foursquare Publications

HANDWORK

SUPPLY BAGS

Give each child a paper bag to decorate and on which he can print his name. In each bag place a box of crayons, a pair of blunt scissors, a pencil and a small bottle of glue. Make extra bags for visitors.

Tape bags to a wall or place them where they can be gotten easily by the children themselves when handwork time comes, thus helping to avoid the time when several children may be sitting empty handed while others have the crayons or glue.

BRIEF CASES

What to do with handwork when it is finished. Try this.

Begin with either a piece of drawing paper or a regular file folder. If using paper, fold it to about the size of a file folder. Staple the sides together with 3 or 4 staples on each side, allowing a space at the top.

Allow each pupil to choose appropriate flower seals or pictures, cut from flower catalogues or magazines, to decorate his briefcase. Help each pupil make an initialed monogram of his first and last name. If possible hang this briefcase on the wall, thus providing a place for papers, handwork, lesson books and any items which the child may have brought from home.

CRAYON APRONS

From a piece of material approximately 6" to 7" long and 15" wide, make a simple apron for each child. Print the child's name in pencil on the waistband and then embroider it, or using liquid embroidery, write the name. For newcomers and visitors, keep several extra aprons with "welcome" embroidered on them. Sew on ten pockets—eight for colors and two large ones for tissues. (One large piece of material sewn on, and divided by a line of stitching into ten sections will do easily.) Rickrack may be added for decoration. Give the apron to the child as a gift when he leaves the department.

These aprons may be made to completely cover the front of the child, thus making them practical for fingerpainting and pasting, too.

TIDY TABLE

Glue a clip-type clothespin to a paper cup—one for each child. Print the child's name on the clothespin with a felt pen. Place a colorful gummed seal on the cup for further identification. Clip the cups to a large box which has been covered with colorful paper.

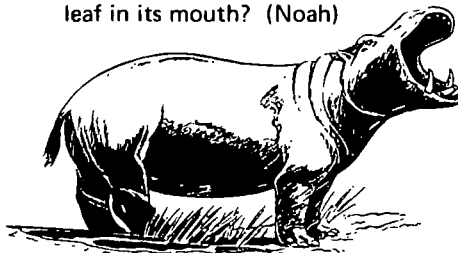
Each child can keep his crayons and pencils in his own cup and can clip it to the box when he is finished using it.

RECREATION

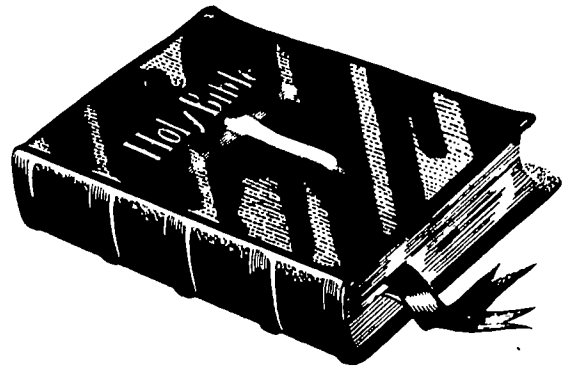
ZOO TRIP

On an outing to the zoo, include a "Beast, Bird and Fish" quiz. Either during the relaxation and refreshment time or as the children tour the zoo, include this quiz.

1. What fearless Hebrew was thrown into a den of lions? (Daniel)
2. What powerful judge used foxes to ruin a grain crop of the enemy? (Samson)
3. What brave young shepherd killed the lion that tried to harm his father's flock? (David)
4. What great prophet of Israel was fed by ravens in a time of famine? (Elijah)
5. What priest of an enslaved race had his staff transformed into a snake when he threw it down? (Aaron)
6. What disobedient prophet was swallowed by a great fish? (Jonah)
7. What young Hebrew who faced death by sacrifice was spared when a ram took his place? (Isaac)
8. What beloved son of a Hebrew father was sold into slavery and carried on a camel caravan into Egypt? (Joseph)
9. What prophet was mocked by a crowd of young men who were soon attacked by two bears that came out of the woods? (Elisha)
10. What patriarch learned the flood waters had gone down when a dove returned to him with an olive leaf in its mouth? (Noah)



Scripture Memorization



Often teachers ask, "How can we get pupils to learn the memory work?" or "Why don't we have more emphasis on memory work?" or "What is a 'memory work program'?"

The value of knowing God's Word is clearly outlined in the Bible. From Deuteronomy 6:1-7 where Moses asked parents to "teach...diligently unto their children" to the Psalms which state, "Thy word have I hid in my heart that I might not sin against thee," and throughout Jesus' ministry where he said, "Ye do err, not knowing the scriptures..." (Matt. 2:29), the power of the Word is evidenced. Children who grow up ignorant of the great treasure passages of the Bible are underprivileged children. Begin early to have a consistent memory program in your church.

GENERAL TIPS FOR MEMORIZATION

1. Teachers and workers should learn the memory verses with the pupils.

2. Scriptures to be memorized should not be called "memory work", rather "verses to know," "memory verses," "verse to remember," or such.

3. As much as possible, make the memory verse a part of the total teaching hour. All parts of the lesson, learning activities, worship and sharing time should be tied to one central theme. The memory verse is a part of this.

4. Teach the memory verse as a part of the lesson. Passages are chosen for their correlation with the unit of lessons and additional emphasis by the teacher is a part of teaching.

5. Provide good incentives for learning the Bible. Some of these are, that they may:

- a. know the way of salvation
- b. know the kind of conduct that pleases God
- c. be kept from sin

d. know God's promises and thus pray more effectively

e. withstand the ridicule and unbelief of sinners

f. become effective soul winners

g. be helped in temptation

6. Give motives for learning that appeal to the age groups. Stars, symbols and such may be adequate motivation, but better still would be:

a. Memorize the parable of the Prodigal Son to repeat on Father's Day. Use Psalm 100 for Thanksgiving or the Beatitudes for Mother's Day; the Christmas story for the program.

b. Memory hymns or scriptures set to music are appropriate special music for youth.

c. Choral readings (verse-speaking choirs) work well with all ages.

7. Review is important. It is not only important that the verse can be said word perfect at the time it is memorized, but that it can still be said several weeks after the learning experience. Keep a list noting the reference. Review the list each time another verse is added.

8. Recognize good work. Verbal praise and encouragement are important.

9. Comprehension is vital. Note learning only is not thorough learning. It is important that the pupils understand thoroughly what they are to learn. The leader's full explanation of the meaning of the scripture should be a part of the memory presentation. What the verse says is important to the pupil.

10. Enlist as many of the senses as possible. Reading the verse aloud enlists sight and hearing. Writing it introduces the sense of touch. Unscrambling jumbled verses or words captures interest and fixes the verse in mind.

11. When memorizing a long passage, read the entire passage several times first before dividing it into parts.

12. Share what is learned with another person. This

gives the verse another dimension—the human dimension. If possible, discuss the memorized material with someone else. Learning verses with someone is another way of doing this.

13. Recognize that adults can memorize as well—often better—as younger persons. It is best when pupils begin very young, even at three-and four-years of age and continue the practice into adulthood. As they grow older they can easily learn longer verses.

14. Vary the approach to scripture memorization. Use many methods.

BOOKS OF THE BIBLE

Type an individual quiz for each pupil to take home. Include instructions to bring it back the following week. Ask each to write at the bottom of his page the Bible books he can identify in the following paragraph. There are 15 books mentioned. Here is the paragraph:

"In these remarks are hidden the names of 15 books of the Bible. The test is a real 'lulu.' Kept me looking so hard for facts I missed the revelation. I was in a jam especially since the names were not capitalized. The truth will come to numbers of my pupils. To others it will be a real job. For all it will be a most interesting search. Yes, there will be some easy to find; other hard to judge. So I admit it usually results in loud lamentations when we only spot a few. One lady said she brews coffee while she puzzles over the quiz. One book is underlined to give you a clue. Can you find the other 14?"

(Answers: Mark, Luke, Kings, Acts, Revelation, James, Ruth, Numbers, Job, Amos, Esther, Judges, Titus, Lamentations, Hebrews.)

MEMORY TRAIN

Write the Bible verse on a series of small colored construction paper railroad cars, with the reference on the engine of the train. Give each pupil one or more "cars" and ask them to arrange themselves in proper order. When they have properly arranged the words, allow them to recite the verse.

QUESTION WHEEL

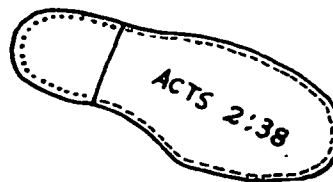
Make a large wheel with a pointer that can be turned. Letter questions at the edge of the wheel. As the pupil spins the pointer, he is to answer the question on which the pointer lands with the verse that has been learned during the past week. For example: the question may read, "I think I can get to heaven by doing the best I can." The answer may be Acts 4:12, "Neither is there salvation in any other: for there is none other name under heaven given among men, whereby we must be saved."

This method allows the pupils to apply what is memorized to life situations.

SING THE SCRIPTURE

Many Bible verses and passages have been set to music. "Psalmtry" books have been compiled and are available. Also, young people often are able to compose their own music to put with Bible verses. Encourage this.

1	2	3	4
5	6	7	8
9	10	11	12



SHOE BAG

For each pupil make a "shoe bag" from 9 x 12 brightly-colored construction paper. To form pockets,

glue 3 x 9 strips of paper at the usual stitching places for a shoe bag. This allows for 4 pockets per strip, or a total of 12 pockets. Hang bags on classroom wall.

Draw the outline of a shoe sole to fit into pockets—1 for each pupil for each verse of the 12 weeks. "Stitch" around edges of soles with crayon. Print on each shoe the reference for the week. As verse is memorized, place shoe into pocket, always with 2 of the same color together to form pairs. The thirteenth week of the quarter may be used for review of all verses.

QUOTATION QUIZ

Type out familiar Bible verses on 3 x 5 cards, leaving portions of the verses blank. Hand out cards to class members, having each quote orally the verse on his card, filling in the missing words. Often just a good start is helpful in remembering a verse.

DRILL AS YOU MOVE

Have children close their eyes, then say the verse whenever you, or a pupil chosen to do so, make a tapping sound.

Children march around the room to music. When music stops, they stop—and say the verse.

Teacher holds hands behind him with 1 or more fingers raised. If child whose name you call guesses how many fingers you have up, he is allowed to say the verse; if he doesn't guess correctly, the teacher says it. Either way, he hears the verse again.

MEMORY PLAQUES

As a learning activity pass out to each member of the class a painted or varnished wooden plaque. On the back of each plaque fasten a hanger pin so finished product may be hung on the wall.

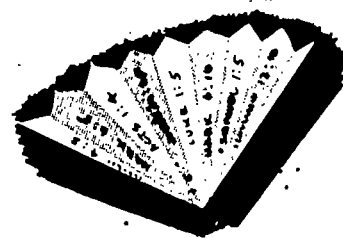
Using alphabet macaroni, spell out the words of one of the verses they have learned. Glue letters to plaque. Allow each pupil to choose the verse he wants, as long as it is one that you have studied together. Varnish, or seal in some other way, the plaques.

MEMORY CLUB

Begin a memory club. The only membership requirement: learn one Bible verse or passage each month.

The club might meet monthly. At each meeting—along with a few games (some of which can be Bible memory or story games) and refreshments—decide upon the next portion to be memorized, discuss it and allow the children to ask questions as you explain its meaning. Prepare a brief story or incident which illustrates the value of the verse to the lives of your pupils or tell what it has meant

in your life. Or, use an illustration—a true-to-life one—which shows the value of God's Word hid in the heart.



SCRIPTURE FANS

An appropriate hot-weather handcraft. Cut a semi-circular piece of construction-weight paper 11 x 22 inches. Fold, accordian fashion, to make 13 sections. On one side of the fan write a favorite scripture verse on each section. On the opposite side glue 6 craft sticks, 10 x 1/4 inches, to the center of alternate sections to give the fan body. Hold sticks together at base of the fan by boring a small hole in each and inserting a brass brad through holes.

MEMORIZATION GAME

Write each word of a verse on a separate piece of paper. Have one piece of paper for the reference. Pin a piece of paper to each pupil's clothes. If needed, pin two consecutive words on some children.

At a given signal have pupils arrange themselves so verse reads correctly. Time them to see how many seconds it takes. Keep track of time improvements from week to week.

If verses are short enough and group large enough have a race between two groups, using verses of the same length. If some pupils do not have a word, use them as captains to help arrange those on their teams. Use a different color paper for the words of each verse.

BEAN BAG THROW

Prepare a bean bag. Give it a bit of personality by adding pieces of felt, yarn, or embroidery thread for nose, mouth and eyes. Help pupils give bag a name, such as Mr. Memory Verse.

Teacher holds bean bag, gives the Scripture reference and then tosses the bean bag to a pupil. He catches it and then recites the entire verse. While he repeats the reference, the bag is returned to the teacher.

Give as many pupils as possible a chance to respond.

MEMORY GARDEN

From seed catalog get pictures of flowers and vege-

tables. Cut these out and on each paste the reference to a Bible verse which pupils should memorize during the quarter. Propose a large "garden chart" for the wall. Members of the class, one at a time, choose out of the garden basket a rose, pansy, head of cabbage, tomato, etc. If the pupil can quote the verse suggested on the chosen item, he can put it in the flower/vegetable garden chart. If he cannot quote it, another is given a chance to quote this and then choose a different flower or vegetable-from the basket.

MORE MEMORY IDEAS

+Emphasize the need for memorizing reference with verse.

+Overlearning is essential to mastery in memorization.

+Never credit a pupil with knowing a verse until he has repeated it following a time lapse, with other verses studied in the meantime.

+Recording memory verses on flashcards is invaluable.

+Supplementary memory verses may be found in materials from VBS, camp, Crusader hour and other agencies which minister to the same age group.

MEMORY DRAMA

The meaning of the verse learned is as important—or more so—than the actual rote memory. Pupils should be able to explain in their own words what the verse means.

Divide the group into small units of 3 to 5. Allow each to create a short skit/drama which depicts the meaning of the verse. After they have "performed" ask them questions about it, discuss how they understand it better, decide how they might live out the verse in the week to come.

MEMORY WITH PUPPETS

Make simple puppets—either finger puppets or faces glued on popsicle sticks. Decide ahead of time the characters needed. Usually puppets which depict the pupils and their everyday life acquaintances are adequate for many puppet presentations.

Select the memory verse to be dramatized. Allow the pupils to prepare a brief scene which shows the verse at work in the life of one of the characters. Choose the puppets which are appropriate for the scene. Present the puppet show to the entire group.

Discuss the presentation and tell how the meaning of the verse was shown through the presentation.

Shy pupils may find this a less threatening method of expression.

MEMORY MODULES

Scripture memorization should be a vital part of the Christian education ministry to all ages. The Word hid in the heart, "holds me back from sin." (Ps. 119:11 LB)

Often the Sunday school does not allow for adequate blocks of time when Scripture memorization can be a concentrated plan. But, this plan can be moved to the children's church time and a module—or designated slot—of time set aside each week for memorization.

When more than one age or grade is included in the church time, but the Sunday school classes are closely graded (each grade in a different class), the leader must find a way to separate the grades if they are to concentrate on their Sunday school verse to be memorized. Allow the children to divide themselves into their regular grades and work together on their particular verse.

If the entire group is memorizing the same portion—the beatitudes, Lord's prayer, other special passages—the total group can work together. When the group, although all memorizing the same passage, can divide into smaller units, more pupils will enter in. Then they can come together after their unit studies and together present the verse.

Prepare games and visuals which illustrate the verse or help the pupil learn the passage. Or, allow the children to make their own activities to be used to aid memory. (See suggestions in this section.)

Memorization can be an interesting and stimulating adventure. The profits are many; the motivations should be worthy. Pupils should not be handicapped by not having this opportunity.

TEACHING TIPS

VISUAL SIGNALS

Prepare children to move from one activity to another by means of visual signals. These may be a set of mounted pictures or manual signals using hands and body. The teacher may hold up a picture of a child praying and wait for all to close their eyes—she has announced that it is prayer time and all should close their eyes and bow their heads. Similar and appropriate pictures may be used for offering time, rolling up or putting down the story rug, singing, standing, sitting, going to group tables and other activities. Stick figures work well, too. Hold up the picture until almost everyone is doing what the picture indicates.

“STOP” and “GO” SIGNALS

To help children remember when to talk and when to listen, use signals. On one side of an 8½ x 11 sheet of black construction paper, paste a big red circle and on the other side a large green circle. Explain to the children that when the green circle is showing, their mouths can “go”, as in singing and sharing times. When the red circle shows, their mouths must “stop”. If a child forgets and begins to talk in a listening time, the teacher may simply walk over and hold the red circle in front of him without saying a word.

TIMER BELL

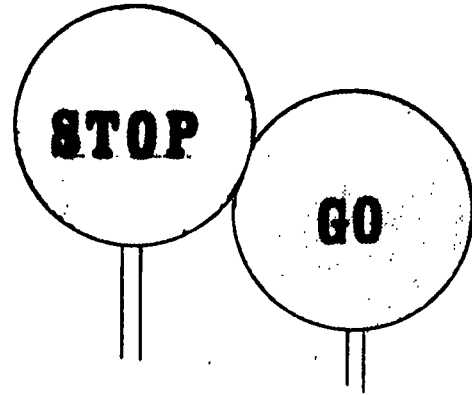
Use a kitchen timer to call the class to a change of activity. Children are fascinated by the ticking sound and are always delighted when the bell rings. When set for just a few minutes, the ticking is a signal, too, that it is time to clean up the craft supplies and prepare for the next activity.

DISCIPLINE DOLL

A small doll or puppet may be used to gain attention. When the children are very still, let the doll sit up. When there is poor attention, stop and move the doll to a face-down position.

HORSING AROUND

Read Psalm 32:9. Find a picture of a horse and one



of a mule. Put these on the bulletin board. Think of some of the things you know about each. A mule is balky, stubborn, lazy, headstrong, and does not like to pull together. The horse with a broken leg will constantly bang his cast or fight it. He will not permit the injured leg to heal. It is often necessary to kill the horse when such an injury occurs.

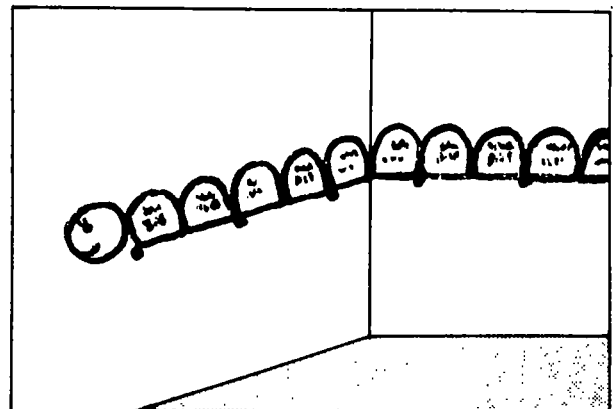
God admonishes us not to be stubborn or impatient like a horse or a mule, as we hurt ourselves and sin against God. We are not to be lazy, headstrong, putting all the work upon others; we are to cooperate and pull together.

Use these pictures to illustrate good cooperation and patience. Even primary children are not too young to begin learning this.

BOOKWORMS

When children learn a Bible verse or read a book from the church library, add a new link to the “worm”.

From colorful paper, prepare the “head” of the worm and many body links. Post the head on the classroom wall and explain to the children that when they have learned a verse or read a book that a new link, with their name and their achievement on it, will be added. The more pupils achieve, the longer the “bookworm” becomes.



MUSIC HATH CHARM



Music can control the emotions and conduct of people. Quiet music can set a quiet mood; lively, loud music has an opposite affect. Use music as a teaching tool.

Consider the songs that are to be sung. The **words** should have meaning to the pupil and should never be symbolic or abstract for children. They should say what is meant, without necessary lengthy explanation. The **melody** should be simple, keeping within the range from middle C to the last space, E, and should have repetition of phrases. The **harmony** should be rich, but never complicated.

Because a song is an "action" song does not provide a valid reason for its use. Even action songs should follow the above guidelines. Music can be used to teach many things—doctrinal truth ("Jesus Loves Me"), scripture verses ("For God So Loved The World"), Christian living ("Be Careful Little Hands"), and much more.

Choose wisely the music to be used in the Sunday school. Let it be an effective teaching tool, not a deterrent to sound teaching.

ROOM DIVIDERS

Many Sunday schools find that several classes in one large room do not necessarily distract the learners. However, some wish for partitions. A four-foot-high strip of corrugated cardboard, long enough to encompass the circle of chairs occupied by the class and simply joined at the ends with clamps, makes an ideal "fence" to shut out the sight of surrounding classes. It also helps reduce sound, and the inside surface is ideal for taping or clamping pictures and other visual aids.

After class, this enclosure is simply rolled up, secured by sturdy string and stored for use next Sunday.

FINGER PAINTING

Finger painting is a fun activity, with great teaching value. Following is an inexpensive recipe for making finger paints.

1/3 cup glossy laundry starch

2 cups boiling water

1/2 cup soap flakes

vegetable coloring

Dissolve the starch in enough cold water to make a

paste, then add the boiling water and cook until the mixture becomes clear, stirring constantly. Remove the pan from heat, add soap flakes and stir until flakes are dissolved. Pour mixture into jars—1 for each color. Add vegetable colors to each jar. Place tops on the jars to preserve the paints.

When finger painting, follow these directions: Cover the table or floor with newspapers. Put a work shirt or apron on each child. Dip large sheets of butcher's paper or shelf paper in water and spread them on the newspaper. Spoon some of the paint mixture on the paper. Let children experiment at making various designs and pictures with their fingers. When the paintings are finished, put them in a safe place to dry. Have washcloths ready for the cleanup of little hands.

LISTENING REVIEW

At the end of a unit of study, select 1 or more pupils to represent the character about which the class has just studied. Each of the other class members has the opportunity to ask questions which these "Bible characters" should be able to answer. Pupils might be awarded points either for answering correctly or, to those who asked the question, for stumping the answerer.

To vary the review, let volunteers become the Bible characters and ask questions to the remainder of the class.

GUESSING WORDS

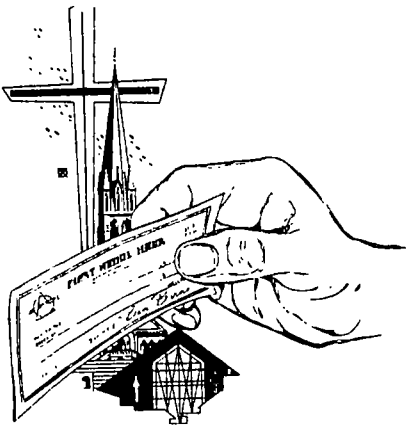
Select a pupil to choose a word from the day's lesson. He gives the other pupils descriptive clues as to what the word is. When the word is guessed, the pupils who have the correct answer goes to the chalkboard and writes the word. Then he is allowed to select a word from the lesson.

Limit the time when guesses can be made to find what a word is. If the word is not guessed the pupils selects another word and the game continues.

SUNDAY SCHOOL BRIEFCASES

If pupils are unable to find their lesson books or have difficulty keeping items together to bring them to Sunday school, think about preparing portfolio-style briefcases. Supply each pupil with a brown craft envelope with the tie strings. These may be purchased in most variety stores. Allow each pupil to decorate his case and put his name on it.

At the beginning of the quarter when the new lesson book is given, suggest to pupils that they can keep their pencils, lesson books, Bibles and other items used in Sunday school together in this briefcase, thus providing a specific place at home where it is readily accessible. Enlist parents' help to assist pupils in bringing a finished lesson book to class each week.



Stewardship

Stewardship deals with the act of being a manager or administrator. Such people are then called "stewards". Being a steward is functioning as God designed His children to function. This plan is illustrated in the gospels where Jesus said to His followers "*Freely, (without charge) you have received; freely (without pay) give*" (Matthew 10:8, Amplified).

Paul had much to say about stewardship. In Romans 12:1-2 and I Corinthians 6:19-20, he set forth clearly the steward's responsibility. Life cannot be divided into portions; stewardship involves the total life. Giving material wealth is a part of stewardship, but stewardship is far more than this. Occupations, marriage relationships, abilities and gifts, continual decisions and choices will all be made in the light of God's will by those who are good stewards.

It is the challenge of those responsible for stewardship education in the church to help believers to allow this ability of managing or administrating to become developed in their lives (I Peter 4:10).

There is no separation between the sacred and secular. All of the believer's life must be dedicated to God. Paul regarded himself and those who worked with him as stewards of the mysteries of God. As stewards, they were to be trustworthy, they were to recognize their responsibility, and they were to give of themselves and their money liberally and cheerfully.

STEWARDSHIP LESSONS

WHAT THE BIBLE TEACHES ME ABOUT STEWARDSHIP

The Bible teaches me that

1. Nothing is my own. All I have belongs to God.

"In the beginning God created the heaven and the earth" (Gen. 1:1).

"The earth is the Lord's, and the fullness thereof; the world, and they that dwell therein" (Psalm 24:1).

"The silver is mine, and the gold is mine, saith the Lord of hosts" (Hag. 2:8).

2. I must give an accounting to Him for my use of everything.

"...give an account of thy stewardship. . ." (Luke 16:2).

"...every one of us shall give account of himself to God" (Rom. 14:12).

"...it is required in stewards, that a man be found faithful" (I Cor. 4:2).

3. The tithe is the Lord's and is to be returned to Him.

"And all the tithe of the land. . .is the Lord's. . .the tenth shall be holy unto the Lord" (Lev. 27:30).

"Will a man rob God? Yet ye have robbed me. But ye say, Wherein have we robbed thee? In tithes and offerings" (Mal. 3:8).

"Bring ye all the tithes into the storehouse. . .and prove me now herewith, saith the Lord of hosts, if I will not open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it" (Mal. 3:10).

4. All my life and all my income are a trust from God to be used as He directs.

"...unto one he gave five talents, to another two, and to another one. . .After a long time the Lord of those servants cometh, and reckoneth with them. . . he that had received five talents came. . .saying, Lord . . .behold I have gained. . .five talents more" (Matt. 25:15, 19-20).

"His lord saith unto him, Well done, thou good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of the Lord" (Matt. 25:21).

"I beseech you therefore, brethern, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service" (Rom. 12:1).

5. The Christian ought to do more since he is under grace.

And Jesus said,

"...ye pay tithes. . .these ought ye to have done, and not to leave the other undone" (Matt. 23:23).

"...what do ye more than others? . . . Be ye therefore perfect . . ." (Matt. 5:47,48).

6. I am to give:

a. Through my church

"Bring ye all the tithes into the storehouse. . ."

b. Liberally

"Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over, shall men give into your bosom. For with the same measure that ye mete withal it shall be measured to you again" (Luke 6:38).

c. Sacrificially

"Moreover, brethren, we do you to wit of the grace of God bestowed on the churches of Macedonia; How that in a great trial of affliction the abundance of their joy and their deep poverty abounded unto the riches of their liberality.

"For to their power, I bear record, yea, and beyond their power they were willing of themselves; praying us with much intreaty that we would receive the gift, and take upon us the fellowship of the ministering to the saints" (II Cor. 8:1-4).

d. Cheerfully

"Every man according as he purposeth in his heart, so let him give: not grudgingly, or of necessity: for God loveth a cheerful giver" (II Cor. 9:7).

e. Regularly

"Upon the first day of the week let every one of you lay by him in store, as God hath prospered him, that there be no gatherings when I come" (I Cor. 16:2).

7. I am to conquer covetousness and to lay up eternal treasures.

"And he said unto them, Take heed, and beware of covetousness: for a man's life consisteth not in the abundance of the things which he possesseth" (Luke 12:15).

"Lay not up for yourselves treasures upon earth, where moth and rust doth corrupt, and where thieves break through and steal: But lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal" (Matt. 6:19-20).

Paul asked,

"...shall we sin, because we are not under the law, but under grace? God forbid" (Rom. 6:15).

8. God will reward the faithful steward.

"Honor the Lord with thy substance, and with the firstfruits of all thine increase: So shall thy barns be filled with plenty. . ." (Prov. 3:9-10).

"Bring ye all the tithes into the storehouse. . .and prove me now herewith, saith the Lord of hosts, if I will not open you the windows of heaven, and pour you out a blessing, that there shall not be room enough to receive it" (Mal.3:10).

"...He which soweth sparingly shall reap also sparingly; and he which soweth bountifully shall reap also bountifully" (II Cor. 8:5).

9. Self-surrender is the basis of stewardship.

"...first gave their own selves to the Lord. . ." (II Cor. 8:5).

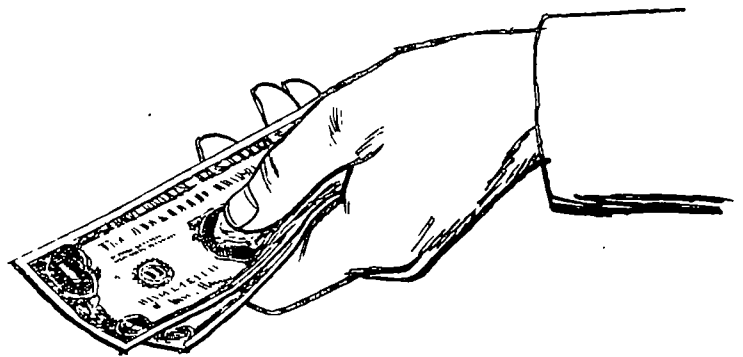
"I beseech you. . .by the mercies of God, that ye present your bodies a living sacrifice. . .which is your reasonable service" (Rom. 12:1).

10. Love is the motive in all my giving.

"Love is the fulfilling of the law" (Rom.13:10).

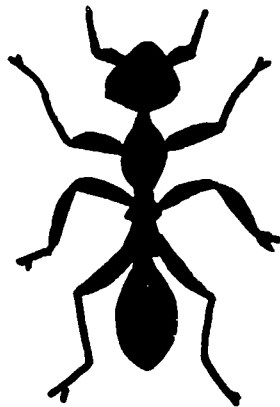
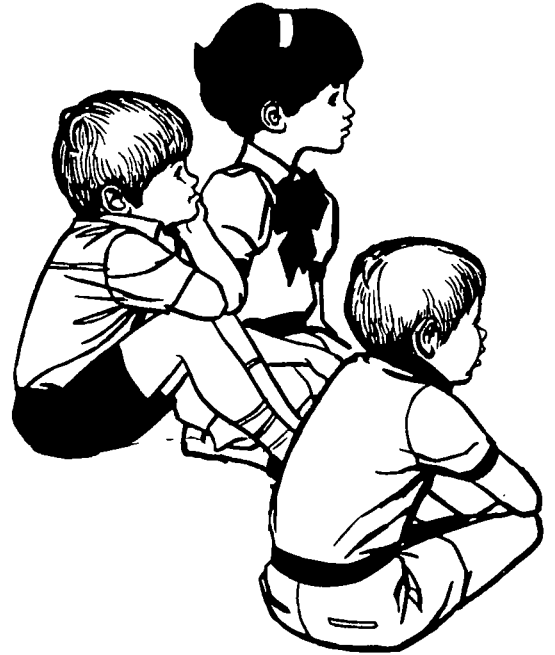
"...the love of Christ constraineth us. . ." (II Cor. 5:14).

"If ye love me, keep my commandments" (John 14:15).



THE STEWARDSHIP OF GIVING

1. It is to be honest. Acts 5:1-5
2. It is to be simple. Romans 12:8
3. It is to be proportional. I Corinthians 16:2
4. It is to be willing. II Corinthians 8:12
5. It is to be bountiful. II Corinthians 9:6
6. It is to be heartfelt II Corinthians 9:7
7. It is to be cheerful. II Corinthians 9:7



Consider The Ant

There's a great deal of truth in the homey adage: "You can't take your money to heaven—but you can send it on ahead!"

The Word of God further admonishes, "*Lay up for yourselves treasures in Heaven*" and makes abundantly clear the fact that "deposits" credited to one's account up there must be made while the "depositor" is still down here.

At the same time, it is obvious that while we are in this world there are certain material needs to be met. Not only are there today's obligations to meet, today's bills to pay, today's accounts to settle, but the Scripture itself points up the importance of making prudent provision for the future.

The Bible asks us to consider the ant, "*having no guide, overseer or ruler, provideth her meat in the summer and gathereth her food in the harvest*" (Proverbs 6: 6-8).

There is a way in which money can work two ways. You can make the prudent kind of investment which provides dividends in this life, and you can also make an investment which gathers eternal dividends.

GIVING AT SUNDAY SCHOOL

Honour the Lord with thy substance.

Proverbs 3:9

The presentation of gifts for use in the Lord's work is a part of worship and should be conducted in a worshipful manner. This may mean that the usual custom of class offerings may need to be changed, or adjusted.

Use the terms "love gifts" and "offering", rather than "collection". Never talk about giving pennies. Make the purposes of stewardship plain.

1. Pupils should know what their money is used for. Use a film on stewardship. Explain tithing.
2. Children should be encouraged to bring a portion of their own money as well as that given to them by their parents for the offering.
3. Occasionally give the children an opportunity to tell how they have earned the money they give.
4. In speaking to very young children, do not talk about "giving our money to God," but "to the church for God's work."
5. In the pre-school departments, offerings may be placed in receptacles at the door. Offering plates may be made from small wooden salad bowls lined with felt.
6. In the primary, junior, junior high and senior high departments, use offering plates. Boys may serve as ushers and wear special badges.
7. Encourage pupils to say a dedicatory prayer.

Stewardship Of Talents

"I went and hid my talent," said the man in the Gospel lesson (Matthew 25), and he is not the only one on whose tombstone, in the "Cemetery of Neglect" such words are written. Arthur Brisbane, whose syndicated column we read with relish years ago, once penned these words: "The greatest loss to the human race had not been caused by floods or by fire, not by epidemics which have spread disease over vast areas and with the sickle of death mowed down millions, nor by earthquakes and tropical storms; neither by record-breaking crashes of Wall Street. The greatest loss has been in buried talent of God's people."

There is nothing more pathetic than a trained teacher who will not teach in Sunday school, a trained voice which will not sing in the choir, an efficient businessman who will not give to God and the church the benefit of his knowledge, a lawyer who will not serve in church councils so that his Lord can have the benefit of talents which God gave him. There are in every walk of life, men and women who have been blessed, but refuse to be a blessing.

Will someone tell me the difference, in effect, between the person who neglected the talent God gave him and the one who simply misuses it by not using it? Think for a moment of Moses. At the burning bush God appeared and told him to lead His children. Moses was pretty well satisfied with his present lot, and ventured to say that it was a bit hazardous (he was only looking for an excuse not to use his talents). God asked him "What is that in thine hand?" It was a rod. God told him to use it. And we know the story after that. God has given into our hands a talent also, and He expects us to use it. It might not be, in our estimation, a "big" talent at all, but we are to serve where we are, with what we have.



POOR STEWARDSHIP TRAINING

A four-year-old, in church with his family on one of their irregular visits, watched the ushers pass the offering plates. When they neared his pew, he whispered so loudly that many could hear, "Don't pay for me, Daddy, I'm under five."

FAMILY NIGHT

CHILDREN AND THEIR MONEY

Many parents give little or no guidance to the way that their children spend money. This is especially true of very small children, who are forming their first habits of life.

Not only is the future of children greatly affected by the habits they form by what they do with their money, but their usefulness to society hinges largely on this practice. Will churches, schools, needy individuals, and other good causes find a friend in the men and women that children will become? When children grow up, will they give financial support to places of pleasure only? Will they make places of sin strong by the financial support they give? When parents ask these questions about their children, they should feel compelled to give their children definite guidance, for the use of money.

People do one of three things with their money. They give it away, they spend it, or they keep it. Parents should train their children to give money away, spend it, or keep it according to Christian principles.

There are good causes to which children should be taught to give their money.

Children should be taught how to determine values of goods and how to compare prices among merchants who have goods to sell.

Youngsters should be taught that not everything that is expensive has a higher value to justify the higher price.

Most small children immediately plan to buy non-essentials like candy, ice cream, or chewing gum when they get money. Parents should lead their children to save some of the money they receive. One of the best ways to do this is to find some useful thing that the child wants, then lead the child to save to buy it.

During family time give each child in play money the amount of income for that week (or two weeks). Then give each of them a list of the bills that must be paid, plus food and clothing that is needed for that period of time. Include tithes and offerings. Let each child figure the budget out by himself. For the very young children you could give smaller amounts and smaller budgets.

Take each child shopping with you (one at a time) and explain why you buy certain foods and clothing.



If children receive an allowance or earn money, explain importance of giving (10%) for the Lord's work through the church.

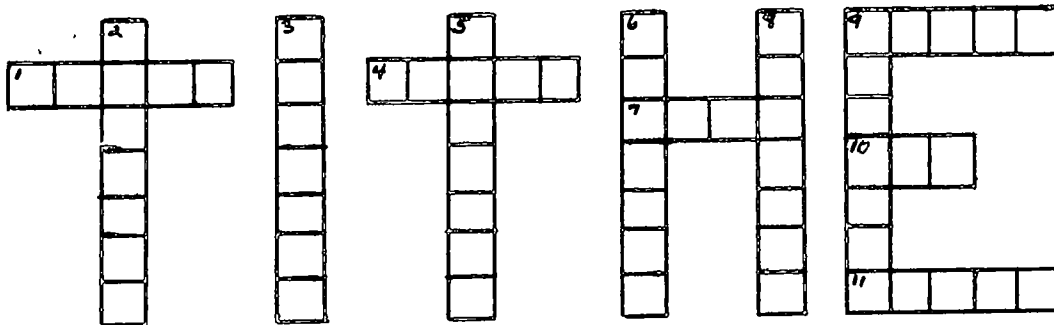
If there is a needy family ask each child to give something to that family that means a lot to them. Explain that it is more blessed to give than to receive.

If possible allow children to go along when gifts are given so they can see and feel the joy of being able to give.

Make birthdays and other occasions of giving in the family a special time for each family member. Make sure that each family member acknowledges the other member's gift by giving his love and thank you's in return. Bring out Christ's attitude for giving and receiving of gifts. Stress importance of giving cheerfully.

Then the people rejoiced, for that they offered willingly, because with perfect heart they offered willingly to the Lord.

I Chronicles 29:9



A STEWARDSHIP PUZZLE

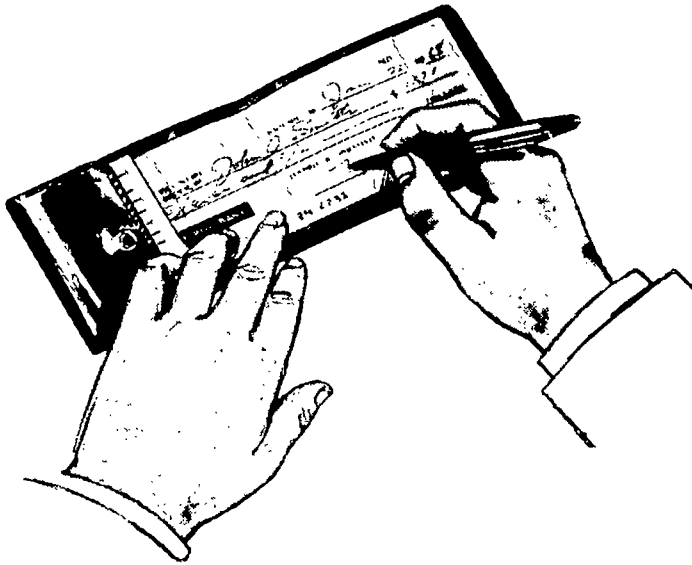
ACROSS

1. The tenth of one's income.
4. The faithful steward becomes _____ of his master's goods. Luke 12:42-44
7. We should give because we _____.
Matthew 22:37
9. God gives us all things to _____. I Timothy 6:17
10. God's blessings are _____ every morning.
Lamentations 3:23

11. What part of our income is holy unto the Lord?

DOWN

2. Each should be a good _____ of the grace of God.
I Peter 4:10
3. The first tither. Genesis 14:19,20
5. It is more _____ to give than to receive. Acts 20:35
8. The offering to God must be without _____.
Leviticus 22:20
9. Give _____ heed to your stewardship. Hebrews 2:1



MONEY TALKS – A Stewardship Skit

SETTING: Cover a large table with a cloth which reaches to the floor. On the table, place a lamp so that it will cast a bright spot of light on a checkbook and some bills. Set a chair beside the table. When the room lights go off, the man who will be the voice of *CHECKBOOK* conceals himself under the table. A second man seats himself at the table, turns on the lamp, writes two checks, and begins to write a third.

CHECKBOOK (*disgusted*): I'm tired!

MAN (*sitting back, alarmed*): W-what?

CHECKBOOK (*louder*): I said, "I'm tired!"

MAN (*looking around wildly*): Who-who's there? . . . Come out!

CHECKBOOK (*patiently*): I am out, Charley—right in front of you.

MAN: I—I don't see you.

CHECKBOOK: Down. Look down—yeah, your checkbook! Why the surprise? You've heard that money talks. I'm the next thing to money.

MAN: A checkbook? Ridiculous!

CHECKBOOK: Exactly! Everything you do lately is ridiculous, Charley!

MAN: Me! I meant you. (*He stares at the checkbook.*) I must be going nuts!

CHECKBOOK: Now you're talking, Charley! The way you spend money. . .

MAN: It's my money.

CHECKBOOK: Are you sure?

MAN (*belligerently*): Whose else?

CHECKBOOK (*ironically*): A part of it belongs to God. Remember?

MAN (*stubbornly*): I earned it.

CHECKBOOK: Granted—but God made it possible. He gave you the ability.

MAN (*preening himself*): I do have ability, no question of that! (*He looks astonished.*) Why, I'm talking to a—a checkbook!

CHECKBOOK (*tenderly*): Your very own.

MAN (*pausing*): Maybe a little check? That is, if you don't mind.

CHECKBOOK: Be my guest, Charley!

MAN (*looking at stubs*): Let's see. Here's \$3.00 to Christmas seals and \$3.00 to Easter seals—guess I could do that much for some church.

CHECKBOOK (*outraged*): Did you say \$3.00?

MAN: Well, I gave \$30.00 to the United Fund, a day's pay. OK, I'll send the local church \$30.00. That better?

CHECKBOOK (*sorrowfully*): Not much.

MAN: What do you mean, "Not much"? I don't even go to that church.

CHECKBOOK: Charley, that's part of your trouble. Remember back home?

MAN: Never got acquainted here.

CHECKBOOK: You haven't tried. Friends take cultivation. Think it over.

MAN (*insincerely*): Oh, I will. About the check, what is right?

CHECKBOOK: Well, Charley, you know that I know what's in the old cookie jar. Yes, \$30.00 is about right—

MAN (*pleased*): That's great!

CHECKBOOK: —twice a month on paydays—

MAN: Are you crazy? That would be \$720 a year.

CHECKBOOK: Plus love offerings.

MAN: Well, that does it! Do you think I'm made of money?

CHECKBOOK: Partly. The part that hurts. One tenth, that's what you owe.

MAN: Owe? For what?

CHECKBOOK: For having it to give back to God. For life, love. . . God.

MAN: I won't do it!

CHECKBOOK: Char-lee!

MAN (groaning): I can't afford it!

CHECKBOOK: Charley, how do you know? You've been holding out—yourself first, your time, your money.

MAN: You ask too much.

CHECKBOOK: You're scared, Charley.

MAN (pausing): Sure. Why not?

CHECKBOOK: You weren't scared to sign a note for your car and your house. What about gas and light bills?

MAN: That's part of living.

CHECKBOOK: God's part comes first. How about it Charley?

MAN (after a pause): I'm not sure.

CHECKBOOK: Come on, Charley—one check at a time, one step at a time.

MAN (reluctantly): Well, all right. *(He writes a check.)* Listen, if this gets too tough, the deal's off. You hear?

CHECKBOOK: I hear.

MAN: No argument?

CHECKBOOK: Nope. Promise one thing.

MAN (suspiciously): What?

CHECKBOOK: Don't send that check. Take it, Charley. Promise?

MAN: Now, look here—

CHECKBOOK: That check's only money. Money without the man is no go. Promise you'll take it.

MAN (after a pause): All right.

CHECKBOOK: One more thing—

MAN (wearily): What now?

CHECKBOOK: Write a check every payday and take it. Promise? If you will, I'll promise to shut up.

MAN: I promise. And you'll keep your promise—I'm shutting you!

(He does, turns off the lamp, and leaves.)

A NEW NAME FOR STEWARDSHIP

"Stewardship is managing that which belongs to another", Dr. Malcom Cronk. Jesus is building His church and in that great task He entrusts some responsibilities to us. Those responsibilities are outlined in the following subjects:

1) Management of God's Word. "Entrusting to us the message of reconciliation" (2 Cor. 5:19). The Word of God is first of all a teaching instrument. Man's will is most free when it is totally submitted to the Word of God. Those who handle the Word of God should experience its transforming power.

2) Management of Interpersonal Relationships. The whole redemptive program is people centered. God wants us to cultivate relationships with Himself and with people. God puts everything He is into His relationship with us. Then we ought to put everything we have and are into our relationship to Him. The very essence of the God-man relationship is love. The blessed Holy Spirit has been sent to be an artisan well of all the graces of the Lord Jesus.

3) Management of Abilities and Time. "As each has received a gift, employ it for one another" (1 Peter 4:10). Gifts are only discovered in use. Often others discover for us our gifts. There are 16 or 17 spiritual gifts given by God mentioned in the Scriptures. God has spread His gifts among His people to provide every ability for what God wants done through His church. God knows how to spread the gifts so there is no competition.

God has his own strategy regarding the use of time in our stewardship. Time is given to know God's will, and experience God's will. We have to learn as rapidly as possible how to use our time.

4) Management of Earthly Goods and Resources. "Do not lay up for yourselves treasures on earth, where moth and rust consume" (Matt. 6:19). You cannot serve God and money but you can make money serve God.



Reformation

The 16th century revolution is unparalleled in history. Known as the Reformation, this movement became a moral and religious revolt and separated the church into two distinct camps, Catholics and Protestants.

Commemoration of Reformation Sunday occurs each year in October. It is widely acclaimed in the Christian world, and may well be observed in the Sunday school area as well.

The causes for the 1517 Reformation may be paralleled—to some extent—to the attitudes and happenings of the 20th century.

“Therefore, in 1500 any spark might have kindled a general conflagration” (Encyclopedia Britannica)

The “spark” was Martin Luther, who nailed the 95 theses on the indulgence system on the door in Wittenburg in 1517. When the printing press made Bibles available to the common man, the truth reigned. Luther was the leader of courage that dares to stand.

REFORMATION CAUSES

- * Moral decay among laity and clergy
- * Doctrine had become the traditions inherited. Especially criticized was the selling of indulgences and absolutions
- * Many denied certain fundamental doctrines. Witchcraft, heathen customs and idolatry were included and increased in the church
- * Bible was interpreted by the church, and practices set down by papal decrees were disputed. The increase of books took the average man out of ignorance into light and left room for his own interpretation of Scripture
- * Economically the burden of taxes were very heavy
- * An increased spirit of nationalism brought about political disputes
- * Conflicts and dissatisfaction with papacy caused rebellion. Obvious selfish political moves by the church and public leaders
- * Publicists spoke out with views which differed from the law and papal authority, which views were also held by many thinkers in the universities
- * Realization that the church was not going to reform itself from within

20th-CENTURY

- * Social acceptance of low moral code
- * Church doctrines replaced by social gospel and “good deeds” philosophies
- * Denial of Bible as infallible Word of God, virgin birth, diety of Christ
- * Emphasis upon astrology, “Age of Aquarius”
- * Lack of reading of Bible; dependance upon pulpit for total interpretation
- * Heavy taxation
- * Political rallies and uprisings
- * Criticism of the church; drop in church attendances
- * Questioning of the involvement of clergy in political movements
- * Vocal dissent and breaking of laws
- * Silent majority often grouped with vocal few
- * Underground church movement

METHODS OF PREPARATION

Youth and Adult

1. Involve youth in researching further to present additional facts.
2. Points for discussion: Compare the above facts with attitudes and actualities of today. What is the answer? If the answer is in Christ, and it is, what can your church do to answer the problems in your community? Will it take another "Martin Luther"? Criticism of the church was the greatest then that it has ever been in history. Was it founded criticism? What of today's church? What can be done about it—in your own church?
3. "Newspaper" presentation. Prepare a newspaper with headlines which might depict the 1500's, or clip from your local newspaper headlines which could be representative of Luther's time.
 - Show the final "spark" which ignited the fire of the Reformation—one man's courage to stand and proclaim the truth.
 - Suggest ways your church or individuals in the Sunday school can stand for right in your community. Do something about the pressing needs today; declare yourselves—nail some theses.
4. Prepare a theses: Prepare, either beforehand or as part of your presentation a "theses" declaring the Biblical stand on certain prominent practices in your community, your nation. "Nail" these in an appropriate place at your church.

For Children

1. Glean from them what they know of the Reformation from school. Supplement these facts with those of your own to insure a clear, full picture of this.
 - Include that one major cause was that people said they believed one thing, but did not practice it.
 - Point out the 4 cardinal doctrines of the Foursquare Church. Select a Scripture which declares this and have these read.
 - Establish the fact that Jesus is the same—He continues to save, heal, baptize with His Spirit and is coming again soon.
2. Write the four cardinal doctrines on a piece of paper. Print it as large as possible. "Nail" this to the door or your room, as you present them.
3. Secure the Foursquare Visual (Foursquare Publications) and prepare it for your use. Present the 4 cardinal doctrines of the Foursquare Church and explain each part as you put the visual together. Emphasize that this is based on the Word, the Bible, and is not the tradition of men.



Patriotism

The Bible clearly teaches a respect for those in authority. Yet there is a lack of respect and appreciation for governmental leadership, even from Christians, in our nation.

The Sunday school should periodically show its allegiance to its country. Appropriate time for this comes throughout the Sunday school year—Flag Day, Independence or Dominion Day, Veterans' or Armistise Day, Lincoln and Washington's Birthdays. Remind the pupils that the laws and rules of our land are based on God's laws and that we must continue to live by God's laws if we want Him to bless our country.

Invite servicemen to come in uniform on these days, and perhaps speak to the Sunday school.

ATTENDANCE IDEAS

100% Enrollment Puzzle

Depending upon the day, choose a picture which represents that day—hatchet for Washington's Birthday, firecracker for Independence Day, etc. Cut this picture in as many pieces as there are enrollees in your Sunday school. Mail or take one piece to each pupil, instructing him to bring it with him the next Sunday. If a large Sunday school, one picture for each class or department is best.

Prepare a large background, upon which the pieces will be placed when they are returned. Care should be taken to outline the pieces on this background before they are sent to insure getting them into the proper order. When each piece is brought, glue it to the background. 100% enrollment will mean a completed picture; an incomplete picture indicates absentees.

You may wish to label each piece with the name of the person, so when it is returned his name will appear on the picture.

Send a "hunting party" after the absentees.

Sunday School Citizens

Prepare round label badges which read, "Sunday School Citizen" (light-weight cardboard, lettered with slimline felt pens—in patriotic colors—and with a pin on the back). Give one to each Sunday school pupil. Ask him to wear his all week, and when asked about it, to invite the asker to accompany him to Sunday School. Extra badges may be prepared and distributed to askers.

Declare a "Citizen of the Day" to the person who brings the most "new citizens".

Contest

Divide the Sunday school into teams, each of which represents a branch of the service—army, navy, air force, etc. Allow each to decorate placards or bulletin boards with appropriate colors, insignias, equipment, etc. Select a "general", "admiral" or "commander" to head each team.

To begin, designate each team member at the lowest rank (army, buck private, etc.). For each certain number of points, earned for contacting and bringing visitors, he is allowed to advance in rank.

The team with the greatest total points at the end of the contest period should be honored by the others.

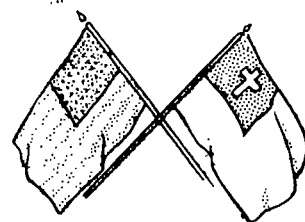
Parade

Organize a parade for Saturday morning. Invite all of the Sunday school children to decorate their bicycles, wagons, scooters—anything they have—and enter the parade.

Give each child invitations to Sunday school. These should be wrapped in colored cellophane and tied. Include also a tract and a bit of information about your church. Candy, a balloon and/or a piece of paper, promising a small gift if they return the paper to Sunday school the following day, may be included.

Permission for such a parade may need to be secured from proper authorities. Give children instructions regarding where to ride and how to pass out the invitations. Offer a prize for the best decorated vehicle and follow the parade with refreshments at the church.

The following day in Sunday school allow the children to testify of their encounters and the parade.



Flag Display and Explanation

Display a small set of Christian, Foursquare and American (or Canadian) flags. If a small set is not available, use the large flags and have the colors presented.

Discuss the meaning of the colors in each flag, beginning with the national flag. After the brief description of each flag, have the salute for that flag. Talk about the importance of allegiance to God, upholding the laws and the founding principles of the nation where we live. Read Rom. 13 when speaking of the national flag. Pray for our nation.

Research about the flags may be done by the pupils or the leader. Should it seem appropriate, discuss just one flag each week.

Flag Day

Allow each child to make and color a flag. Prepare small paper flags, with outlines marked. Provide doweling as a flag stick and staple the completed flag to this.

Talk with the children about respect for the flag—we do not drag it about to play with it.

Peace Symbols

Everyone talks about peace. There are peace marches, peace gestures, and some wear peace symbols. Yet, little peace is actually apparent in the lives of these same people. This comes from peace with God.

Prepare objects or symbols which do, or have spoken of peace—current peace symbol, signing of a cease fire, an armistic, and the cross. Speak briefly about each as it is shown.

This may be a good Sunday to give opportunity for pupils to “make peace with God”—to accept Christ as Savior.

Bulletin Board

Prepare a bulletin board with the pictures and addresses of all service personnel from your church. Mimeograph these addresses as well, to be distributed throughout the congregation. Suggest this will be a good prayer list as well.

On the bulletin board, display, with their prices, paperback books and small games which might be sent to servicemen. Give each an opportunity to purchase one of these items and have it sent to the designated serviceman. Read these responses this day.

Citizenship

Interview civic authorities about the meaning of good citizenship. Or, have one such person speak to the Sunday school.

Point out that resisting authorities is just like resisting God, since He has ordained orderly community life (Rom. 13). Good citizenship learned and practiced in the family group largely determines citizenship in every area of life.

Stress that Christians have dual citizenship—on earth and in heaven. Heavenly citizenship should produce

good earthly citizens. Talk about obedience, helpfulness, respect for property right of others, respect and protection of the flag, honor for traditions, understanding of the nation's problems, stamping out of ignorance and intolerance, keeping the nation clean and beautiful.

Loyalty Sunday

Declare one Sunday—or one month—as “Loyalty Sunday”. Secure a Certificate of Award* for all Sunday school members who have perfect attendance during this period. Place a red seal on the certificate (available at local stationery store).

Further seals may be added to the certificate. Exa.: visitors brought, a gold seal; memory work, blue seal; family enrolled, silver seal.

Proclamation Day

This idea might be used along with an election as well as for patriotism.

Prepare large placards, lettered with the proclamations of the day. Depending upon the theme, these proclamations should deal with certain basic principles of the church. Exa. Proclamation to keep the church doors open by attending; to live a Christian life that will proclaim the true meaning of Christianity; to battle against Communism and other Godless foes by proclaiming Christ; to march for Christ in the power of His Spirit; to stand for right and justice, truth and peace through Christ.

As each proclamation is presented, allow the classes to cheer and applaud. Invite each class to make a proclamation. These should be prepared ahead of time and lettered on the placard. Someone should be prepared to speak briefly about each proclamation.

Present the flags to begin. Youth may wish to “picket” with their proclamation.

In Memorial

Honor those families whose loved ones have departed from this life during the past year. Invite anyone who desires to honor a loved one during this service to contact the church, leaving the name and date of death of this one.

Invite a representative of the family to be seated in a special section. Read appropriate Scriptures, not just those having to do with death of the saints, but also the return of the Lord Jesus Christ. Read the names of the departed loved ones, depending upon the number of persons honored, a few words about each might be in order. Encourage as many of the family as possible to be present in this service.

*Available from
Foursquare Publications





VALENTINE'S DAY

VALENTINE'S DAY

Valentine's Day speaks of hearts and love. And this reminds us immediately of God's heart of love as expressed in sending His Son. The Sunday school is provided with an opportunity once again to share this love.

ATTENDANCE

Heart Sunday

Using the theme, "Don't break the Sunday school's heart" prepare a large heart with as many parts as there are either classes or departments in your school—the larger, the better. Construct this from cardboard, covered with red paint or paper or from wire and paper napkins. (Unfold each napkin until it is flat. Lift the napkin from the center, place through wire, allowing it to fan to resemble a "rosette". Place the napkins close enough to entirely cover the wire and to give the illusion of a "flower-covered heart".)

One large heart may suffice for the entire school, or one for each department or class. Cut the designated heart into as many pieces as the class has persons on its enrollment. Mail or take to the home of each member a piece of the heart. Explain that their attendance on Sunday may assure that the Sunday school does not have a broken heart. Solicit their promise of attendance.

Heart Line

Give each pupil a string of paper hearts (like paper dolls). Ask each to put his name on one side of each heart. During the week, encourage him to invite people to Sunday school, and when he does, he is to write the name of that person on the front of the heart and give it to the one invited. When the visitor appears on Sunday, and presents his heart invitation, credit that visitor to the one whose name appears on the reverse side.

Sentimental Journey

Honor someone in the Sunday school who is a prospective Christian influence and blessing because of his consistent life in Christ—someone with "heart". Contact those who have known him or her in the past and make a "sentimental journey" into his past. Similar to a "This Is Your Life", read notes of appreciation or interview persons who express such appreciation.

Care should be taken to present this person in the light of his Christian experience and testimony, rather than a total eulogizing of the individual. Present this person with an appropriate gift.

Pastor Appreciation

Valentine's Day is a good day to show appreciation for your pastor and his wife. Surprise them, if possible, and invite each pupil to prepare (make or buy) a valentine to be presented to them. Gather these together and present them all at once.

A short program, with appropriate recitations or readings—one from each department or age level—will involve the total Sunday school in honoring the pastors.

Showing Love

Christians show their love to God by several means.

1. Helping Hands. Offer aid to those in need, in behalf of the church and the Lord. Select certain persons to whom individuals and classes might minister. Prepare a large bulletin board poster from white construction paper. In white ink, on red hearts, write the projects which are available, leaving space for the group to sign its name when the project is chosen, and paste these on the bulletin board.

A similar bulletin board might be used in the smaller children's departments. On the hearts, list things which they can do to show their love to God—helping at home, inviting others to Sunday school, talking about Jesus, etc.

2. Witness emphasis. Use this time of the year to share God's love with others. Institute a canvass or telephone visitation time. Tie in the theme of hearts and love. Secure appropriate tracts for distribution while visiting, to leave in restaurants, homes, on the job and bus—anywhere people may find them.
3. Good literature campaign. For your public library, choose two or three attractive Christian periodicals and present the library with a gift subscription for them. Ask the pastor to write a letter to the library, explaining the church's concern for good reading materials and its wish to make this contribution towards such a program. Commend the librarian for making available good books, too.

Be My Valentine

Prepare a worship time around this theme. Songs which deal with the love of God are appropriate. Involve children throughout the program.

Use the following scriptures, with brief remarks about each, as a bases for outline.

The cut heart	Acts 5:33
The slow heart	Luke 24:25
The blind heart	Matt. 23:24
The open heart	Acts 16:14, 15
The forgiving heart	Acts 7:59, 60
The loving heart	Eph. 4:32

Include children in foreign lands in prayer today.

Bouquet of Bible hearts

Allow the children to make 6-in hearts, each with a Scripture promise on it. Letter the red hearts with white ink. Glue a doily to the back of each heart, with a chenille wire or an ice cream stick placed between the two to serve as a "stem". Place several of these hearts in a small juice can which has been covered with decorator paper. Fill the can with styrofoam or clay to hold the "heart bouquet".

Take these bouquets to shut-ins or sick persons. One heart might have the name of the class or individual which made it.





RALLY DAY

Rally Day. What is it?

Rally day is what the name implies---a time to rally around, to build enthusiasm and to gather in wandering members. It is a time to arouse new energy and to unite the school for concerted effort. It is a time to increase interest and attendance and a time to publicize the total church program. It may be a launching pad to introduce new ideas as well. Someone has stated its meaning and purpose this way:

R- evival
A- ction
L- oyalty
L- ooking ahead
Y- ou

Rally is defined in the dictionary "to arouse to action; to revive." The word "rally" is really a shortened form of "re-al ly", with Latin bases---"re" meaning again; "ligare", to bind. So, literally, the word rally means "to bind together again."

Rally Day is usually conducted in the fall of the year, often as the first day of the new Sunday school year. However, it is also appropriate for other times, depending upon the need of the Sunday school and the purpose of the special day program.

A Rally Day program usually includes a time when the entire Sunday school gathers together. During this time, enthusiasm is built, announcements are made about goals met and programs to come, victories are reported and the congregation is made aware of the Sunday school's program in total. Pupils should be involved---as many as possible and practical---in review and recitation. Make it a meaningful program.

Once the purpose of this "rallying time" has been determined, the day can be planned. Too many purposes will usually see none of them realized; no goals inevitably mean that nothing is accomplished. The ideas which follow can help in programming this day.

SET GOALS

Determine the purpose of the day and set goals to realize this purpose. If it is an attendance goal, divide the goal among the classes, giving each class its individual goal. If the purpose is to gather in spasmodic attenders, determine how these are to be contacted and who will do it.

In the Rally Day program, include a time to report the goals made and recognize the victories.

WAVE THE FLAG

Make simple paper or cloth flags. Cut flag in pennant shape and staple, tape or glue to a small doweling stick. Letter the flags with goals or slogans. Wave the flags at appropriate times to add enthusiasm and color.

DISPLAYS

To familiarize the congregation and visitors with the Sunday school program (if this is one of the goals), set aside a display area, or set up a display in each

room. Show the purpose of the group, its activities and the class equipment. If slides of the group activities have been taken throughout the year, show these in the room.

Allow time for a tour through the display area.

THEMES

Homecoming or Reunion -- invite anyone who has ever attended the church

Round-up -- a western motif

Welcome Day -- welcome visitors, outside groups (civic leaders, servicemen, etc.)

New Year's Day -- use a calendar with special activities for the coming year marked on it. Emphasize these.

Family Day -- church family and natural families

Call to Arms -- or "Call to Colors." Use flags, a parade, patriotic songs. Emphasize a call to Christian service.

Every Member a Worker -- use a beehive with the different kinds of bees (drones, queen bee, workers)

Harvest Festival — Use fall leaves, and build symbols of the bountiful harvest to come.

“RALLY DAY EVE” SOCIAL

Use the Friday evening before Rally Day for a “rallying” point with workers and key persons in the church. Invite all teachers to come with a prepared, written report of their classes—progress for the year, teacher’s calls, etc.—to be given at the evening meeting. Invite children and youth to serve as “couriers” to deliver printed Rally Day invitations to each house in the area of the church. Invite key persons to lead a small prayer group in behalf of the Sunday program.

After the above assignments have been carried out (all going at the same time) have a brief time of fellowship—simple games, skits, readings, charades, or special music—and refreshments. Close with an enthusiastic challenge and rallying.

COLORING CONTEXT CONTEST

Prepare several hundred copies of a picture to be colored by all children through the junior classes. Include on the picture the date of Rally Day, place, and the contest announcement. Distribute these sheets to the children two weeks before Rally Day. Urge the children to hand them out to their friends so they can enter the contest, too. Announce that they must bring their colored picture to Sunday school on Rally Day. Arrange for the youth to be the judges along with the teachers. Provide a prize for one picture in each class.

TEACHING DEMONSTRATION

If the purpose of Rally Day is to demonstrate the effective teaching ministry of the Sunday school, prepare each teacher for this challenge. Decide how the visitors will be assimilated into the classes. Prepare well-selected visuals and decorations for the rooms. Engage greeters to extend a warm welcome to all newcomers. Have each class taught on Rally Day by the permanent teacher.

LINK SUNDAY

Using the theme, “Don’t be the Missing Link in our Sunday School,” prepare as many chain links as there are persons on the Sunday school roll. Add prospects and visitors as well. (Regular 8½ x 11 colored construction or typing paper will yield six 11 x 2-2/5 links.) On the links mimeograph or print the theme and a line upon which each one contacted will write his name.

The week prior to Rally Day, take a link to each Sunday school attender, asking him to sign it, thus indicating that he will be in attendance on Link Sunday—that he will not be the missing link. Either allow him to bring the link with him (have extras for those who forget theirs) or have the visitor return

the link to the Sunday school. When the pupil arrives on Sunday, staple his link into the chain. Add the chain from each class to make a departmental chain and finally each departmental chain to make a total Sunday school chain. Display the chain in the auditorium.

RALLYGRAM

Secure from Western Union (or make up similar forms) pads of telegram paper. Mimeograph your invitation on each sheet, to resemble a telegram. Enlist pupils to distribute these throughout the city on the Saturday morning prior to Rally Day. One Rallygram with the family name on it may go to each home. To conserve time and effort, give each “deliverer” the families in a certain section of the city.



GRADUATION DAY



While Sunday School Promotion Day usually comes in the fall, students are graduated and promoted in public schools during the springtime. Honor and recognition by the Sunday school of their graduation achievements should be noted.

Consider using Children's Day (always the second Sunday of June) for Graduation Day. Involve as many children and youth as possible in the program. The following ideas deal with recognition.

ACHIEVEMENT DAY

Use graduation time as a recognition of achievement and call it "Achievement Day". Honor those students who have shown outstanding effort and achievement throughout the previous year. Recognize such things as memory work (display memory charts and tokens), attendance records (perfect or near perfect attendance), completion of pupil's books (bind with hard cover and lace together), crafts, missionary projects (bulletin boards, objects).

When recognition of achievement is made, use a Certificate of Achievement* to note this. Make the presentation of these awards publicly.

GRADUATION THEME

Allow students to march to "Pomp and Circumstance March." On a scroll, letter the names of those who are graduating and note with an asterisk those who are honored for special achievement (memory work, attendance, etc.,).

Give a brief progress report, using charts, of the happenings of your school during the past year. Include such items as converts, new members, average attendance, enrollment, training, etc.--items which will later appear on the Foursquare Standard of Achievement and could merit an award.

*Order from Foursquare Publications

FIELD DAY

Honor graduates on Graduation Day by taking them on a field trip. This should be done in groups--high school graduates in one group, younger students in another. Choose a place of interest to that particular age.

Invite each graduate to stay for morning worship and go with the group to dinner and then to some

place of interest. Or, if it seems more appropriate, make this a middle-of-the-week activity.

RECOGNITION

Invite each graduate to the platform for special recognition. Present each with an appropriate gift -- a modern translation of the Bible, a Christian book or reference book. Ask those who wish to testify, or allow as many as time permits. Tell of the achievement of each in his school (scholastic, sports or leadership honors, etc.) Offer prayer for continued guidance for each student.

HONORS DAY

Circulate announcements and information sheets about Honors Day and its activities throughout the classrooms. Prepare an honor roll poster for each class. On the posters place a snapshot of each honored pupil, his school's name and a description of the honor he received. Prepare a Certificate of Award* for each pupil.

On Honors Day, decorate the auditorium (or department). As each honored pupil is presented with his Certificate of Award, read the honors he has received in his school and note outstanding achievement in Sunday school.

pentecost sunday



The Foursquare Church is a Pentecostal Church. It stands as an institution with a full and adequate message to meet the full needs of man. Its doctrines and practices are distinct in several ways; its message is as contemporary as its day.

Pentecost Day provides an opportunity for the church to proclaim its distinctives. In doing this, opportunity is also present to help the church members review their experiences and redefine their doctrines.

PENTECOST PANEL

Gather a panel of teens and adults to discuss the meaning of Pentecost. Such guides as the following will stimulate thought and discussion.

1. What is meant by the baptism of the Holy Spirit? Is it scriptural?
2. Give a brief summary of the things which contributed to the outpouring on the Day of Pentecost.
3. How do we know one has been baptized in the Holy Spirit?
4. How does the fulness of the Spirit aid the Christian?
5. What was the result of the outpouring on the Day of Pentecost? (Include the spread of the Gospel as told in Acts.) Should the same thing result today?

PERPETUATE PENTECOST

Gather interested persons for a study of the book of Acts. Ask them to write down the progress of the early church, the strategy used, the motivation, the involvement of the few as well as the total, and the results.

Several Sundays prior to Pentecost Sunday, provide time for sharing these thoughts. Allow them to suggest ways that Pentecost can be perpetuated in their own lives and in your church. Gather those who are willing to become involved in such a program and map out the strategy with them. Begin with a few---only those who volunteer---rather than wait for the majority to respond.

Secure current materials about the Foursquare organization. (See current order blank.) Prepare packets of these materials, ready to be delivered to all who request them.

STILL LIFE

Pose a still-life picture denoting the Acts 2 experience of Pentecost. Use the young people for this. The "picture" may take several different scenes. As each scene is posed, read the Scripture it depicts and allow the speaker to bring brief thoughts about this.

TEACHING PENTECOST

Use Pentecost Sunday as a time when the baptism of the Holy Spirit is explained in all areas of the Sunday school. Use as a bases for this study, (with visuals) the "I Believe" course lesson on the Holy Spirit. Assign the material several weeks in advance. The same lesson may be adapted for all ages. Insist that the teacher use the visuals called for in the lesson.

PENTECOST DAY RALLY

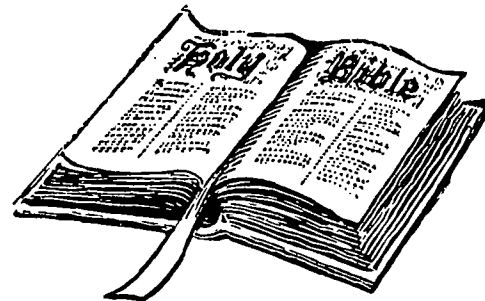
As this day is also Membership Day in Foursquare Churches, contact all church and Sunday school members, whether they have been in attendance currently or not. Invite them to the special Pentecost Sunday programs.

In Sunday school, present all those who have become new members since Easter. If there are those who are attending for the first time and are not members of another church, invite them to join. (Consult Sunday School Constitution for membership.) If no new members were realized since Easter, evaluate why. Acts 2:47 says, "And the Lord added to the church daily..." What preceded this?

Use this day as a rally point to introduce summer activities.

CHURCH HISTORY

Compile the history of your church. From this, and a brief history of Pentecost and of the Foursquare denomination, prepare a news release for the local paper. Include a current picture of your church and pastor. As a part of the article, state that the church is a Pentecostal Church and that materials about your church and organization are available upon request. Tell of your Pentecost Day programs as well.



Mother's Day

Mother's Day can be an effective day for evangelism in the church, as well as a time to honor mother. In honoring Christian mothers, Christ is honored and the family unit which God ordained is promoted. Consider making this day one which reaches into the community with a positive witness for Christ.

Program this day to be conducted differently each year, thus avoiding only honoring the same mothers each time. As with all special days' programs, clarity of purpose is important. The congregation must realize the purpose, too, if the full effectiveness of the day is to be realized.

LOVE PLANT

Four to six weeks prior to Mother's Day, using an egg carton or paper drinking cup, begin a "love plant" for Mother. Place a small amount of soil in each cup and allow the children to plant flower seeds in them. Dwarf marigolds work well. These will be in the seedling stage by Mother's Day and can be presented to Mom or taken home to her.

The children can take turns watering them each Sunday, but an adult will need to care for them during the week.

DEPARTMENTAL INVITATION

Take each child's picture in advance to Mother's Day and place the picture in an invitation-folder. Include an invitation for the mothers to attend the special departmental program on "Her Day".

During the departmental program, allow the mothers to sit around the outer fringes of the room. Present several songs and a lesson. Allow a get-acquainted time when the children can introduce their mothers. Serve simple refreshments, and present each mother with an appropriate tract and a card which lists the objectives of the Sunday school and in particular this department.

BOUQUET FOR MOTHER

Two weeks before Mother's Day, allow pupils in each department or grade to write a few lines on "Why I love my mother". From these select 2 or 3 from each age level to be read during the Mother's Day program.

Give to each child who is participating a long-stemmed flower--either real or artificial. When he has given his recitation, he is to place the flower in the vase with the others, until at the end of the program there is a large bouquet.

The program coordinator may introduce the program by stating that tribute is being paid to mothers in several ways and several times. Explain that the tributes which are being read by the children and young people who wrote them. As she introduces each age level, the coordinator may tell some characteristic about that age which expressed love for mother--the soft sounds

of the baby, the arms thrown around her neck and the kisses of a pre-schooler, etc.

Pre-school children may participate by reciting together a memorized poem.

On Mother's Day read several of these paragraphs, ending with the best ones. Let the winners present the flowers to their mothers.

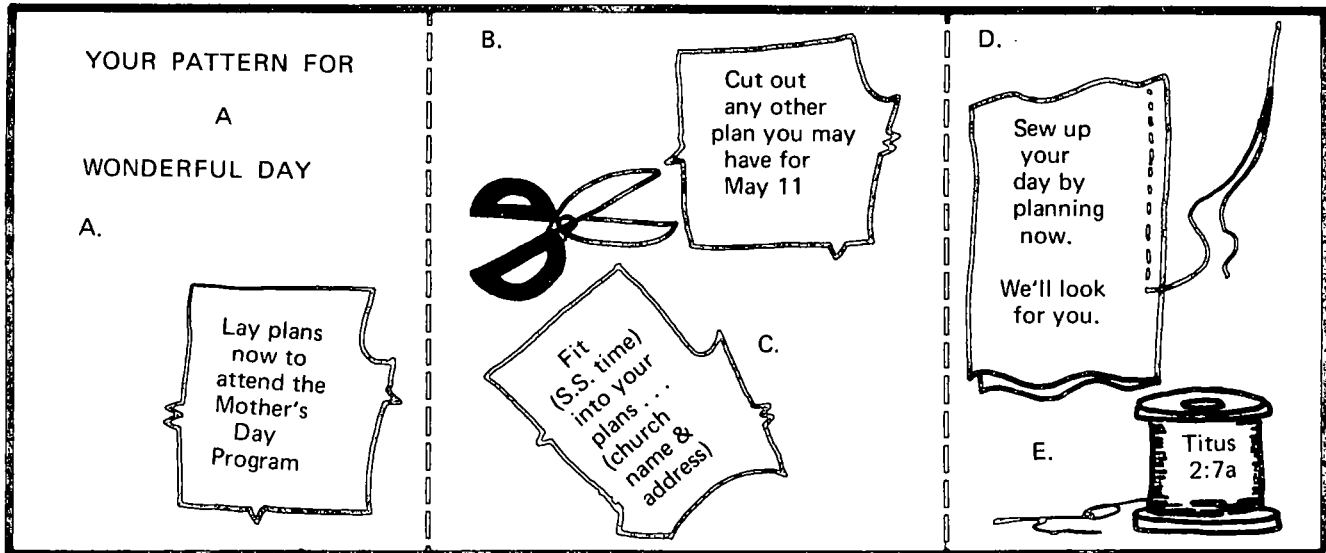
ADVERTISE FOR MOTHERS

In the classified section of the local newspaper, place an ad which reads, "Wanted: The youngest mother, oldest mother, newest mother, mother with the most children, to attend church." Include the particulars about the services. Perhaps with this ad, the newspaper will accept an article on the Mother's Day services planned for the church.



INVITATION

For Mother's Day, use a special invitation, such as the following. Enlarge it to fit a full 8½ x 11 sheet and fold as indicated.



OPERATION MOM

To encourage attendance on Mother's Day, institute "Operation MOM"---"Mind Over Mattress", "Memories of Mothers", "Moments of Memory", "Mention of Mother"---whatever you want to say.

LOOK-ALIKE MOTHER AND DAUGHTER CONTEST

Begin promotion a month ahead of Mother's Day, with an announcement that the most look-alike mother and daughter present on that day will be honored. They can dress alike, wear their hair alike---anything to compete. Choose three judges to select the winner.

IDEAS TO DEVELOP

- + Present a flower to each mother who has her husband and all family members present.
- + Invite all mothers to attend class with their teenagers. Give each guest a corsage.
- + Print Proverbs 31:10-31, title it "They Call Her MOTHER", and give a copy to each mother present. (Note modern translations of this portion.)
- + Help children complete "I-promise-to-do" or "I-promise-to-be" statements for their mothers. Suggest they write seven, one for each day of the week, beginning on Mother's Day. Wrap in gift-wrap paper and present to Mother on her day.

MOTHER HUBBARD

Honor the mother whose family brings the most to Sunday school. Those brought need not be just family members, but anyone who comes at the family's invitation. Award a designated number of points for each visitor who comes. Make available a list of names, addresses and phone numbers of prospects, absentees and inactive members.

The mother whose family accrues the greatest total points is honored as "Mother Hubbard" or "Mother of the Day". As an award present the family with a family portrait, dinner at a local restaurant, book for family altar, or other gifts which can be enjoyed by the entire family. Or, if "Mother Hubbard" is chosen, give a new pair of shoes.

PORTRAITS OF MOTHER

Prepare a large picture frame---large enough for actual life-sized scenes to be posed behind it. Portray the many facets of mothers---praying, reading the Scriptures, sewing, shopping, etc. With each scene, use a short narration of the ministries of Christian mothers. Testimonies either from mothers (as to why they are willing to do these things) or from children (in appreciation for mother's help) can be used as well.

In the last scene portray the "Mother of the Year" and make the announcement at this time.

HONOR ALL MOTHERS

Teach the children a song, such as the following, to sing to the mothers. Ask each mother to stand as the children sing. If flowers or some other momentum is given to mothers on this day, have the children present them at this time.

Tune: "Jesus Loves Me"

Mothers love us this we know,
Yes, their love for us they show;
Children love their mothers, too,
I love mine, and so do you.

Chorus:

Yes, mothers love us

(repeat 3 times)

Their love for us they show.

TRIBUTES TO MOTHER

On the Sunday before Mother's Day pass out 5 x 7 cards, numbered at the top. Tell each child he can earn an orchid (or other appropriate award) for his mother by finishing this sentence: "I think my mom is the greatest mother because..." Each is asked to write not more than one paragraph. Allow only 5-7 minutes for this.

To identify each card, record on a separate paper the name of the person and beside it the number of his card. Collect the cards and choose two or three judges to select the winner(s). If you wish to have a winner from the boys and one from the girls, ask the boys to put a "B" on their cards; the girls a "G".

Send invitations to all the mothers whose children completed cards. Tell them briefly about the program for Mother's Day.

- + Make simple gifts for Mother as part of pre-session activities.
- + Let mothers complete this statement, "I am glad I'm a mother because..." Judge these and read the select ones on Mother's Day. Choose the winner and award her.
- + Have special music by mothers---trios, choirs, song leader, hymns written by mothers, etc.
- + Choose mothers in the Bible and make up a quiz---to be given to mothers.
- + A mother-daughter banquet (maybe where dad does the cooking) honors mother.
- + Adopt "non-mothers"---women without children---and invite them to dinner.

MOTHER OF THE YEAR

By secret ballot ask each person to vote for the mother he feels should be honored as the "Mother of the Year". She should be chosen because of her Christian life, faithfulness, contribution to the church and to her own family.

Vote several weeks prior to Mother's Day. Announce the winner and honor her on "her" day.



Father's Day

Christian fathers are "worth their weight in gold." Christian homes, with Dad at the head, are ordained of God and Dad should be given his rightful place in the home as well as in the church.

Father's Day, the third Sunday of June, was the original idea of Mrs. John Bruce Dodd of Spokane, Washington. As a tribute to her father, who raised his children after the death of his wife, Mrs. Dodd wrote, asking the local city officials to declare Father's Day. Today a National Father's Day Committee annually sets a theme and promotes it in June.

Father's Day provides an opportunity for the church to honor fathers and to extol the qualities of Christian fathers. Recognize the role of all men in the church and Sunday school. Reach out to unchurched fathers and lead all fathers to recognize and accept their rightful role as head of the family.

FATHERS FOURSQUARE

Secure pictures of fathers when they were babies or boys. Label each picture with a number and post them on a special bulletin board. At a small cost, these pictures can be enlarged for display.

Near the bulletin board set a ballot box and ask each person to identify the fathers by writing the proper name beside the number and putting his answers in the "ballot box." Allow the balloting the two Sundays before Father's Day. On Father's Day, award the one who guessed the most fathers.

FATHER OF THE YEAR

Allow a committee to select the outstanding father, or give each member opportunity to vote for his choice.

FATHERS AS BUILDERS

Draw a large picture of a home and back it with flannel. Cut this picture into as many pieces as their the picture to place into the picture. Assign one of the following topics to each father and ask him to speak no more than 1 minute about how this fits into making a happy home. When the last father has placed his piece into the picture, the picture is complete. Suggested topics are, salvation, prayerfulness, knowledge of Word, kindness, obedience, faithfulness, gratitude, service, love, example, and giving.

BIBLE FATHERS

Select a panel of fathers and boys to guess which Bible fathers are being quoted. Read only a few words of the quotation, and add other words only if the panel cannot guess who said it. Use such quotes as Joshua 22:15, II Sam. 18:33, Gen. 22:8, I Sam. 16:11, Gen. 37:10, I Sam. 2:24.



DAD'S DAY PANEL

Select several to serve on panels to discuss pertinent topics, such as the following:

Junior boys -- "Things I like most about my Dad"

Teenage boys -- "Qualities I like to see in an ideal father."

Fathers -- "What I try to do to bridge the generation gap in my family"

BIBLE BIOGRAPHIES

Assign Bible fathers to certain fathers in your Sunday school. Ask them to research to find the outstanding qualities of these Bible dads. Allow each two or three minutes.

BIBLE OUTLINE FOR DAD

Search the Scriptures to list the Bible outline which tells what God expects of Christian fathers. Begin with these verses: Deut. 6:6,7; Eph. 6:4; Prov. 13:14.

CANDIDS FOR DAD

Several weeks prior to Father's Day, take snapshots of the Sunday school children. On Father's Day, present each father with the picture of his child. Inexpensive cardboard frames for these pictures are available from the camera shop.

TOP POP

The Sunday prior to Father's Day, let each pupil complete the statement, "My pop's tops, because..." Give each child a 3 x 5 card and allow 5--7 minutes for him to complete the statement. Gather these, code them by number and allow 2 or 3 judges to choose a winner.

On Father's Day, read several of the entries, ending with the winners. Award the "Top Pop" a free tank of gasoline, or a similar gift.

10 COMMANDMENTS FOR FATHERS

Ask the fathers of the congregation to write 10 commandments for fathers. At the same time, ask the teenagers to write the same. Compile the lists, mimeograph each and give a copy of each to the teens and the fathers.

Use these 10 commandments as a basis for discussion during the opening session.

KING FOR A DAY

Crown the outstanding father as "King for a Day." Allow the Sunday school members to vote two weeks prior to this day. Present the winning father with an appropriate gift and proper recognition---perhaps even a crown.

FAITHFUL FATHERS

Review the Sunday school records for the past year or six months to determine which fathers have had perfect or near-perfect attendance. List these on an Honor Roll scroll, and post it on Father's Day. Present these with special gifts.

IDEAS TO DEVELOP

+ Give each father a VIP button (Very Important Person) made from adhesive-backed paper.

+ Recognize the oldest, youngest fathers, and the father with largest family present.

+ Present each father with a rose boutonniere, the flower for Father's Day.

+ Have special music from the fathers---a choir, quartets, solos.

+ Father-son or father-daughter banquet.

+ Bible fathers contest or quiz to identify outstanding Bible fathers and to tell the traits which made them outstanding.

+ Using the theme, "He is filling your shoes," ask fathers to tell ways they see their own sons are like themselves. These might be good or bad traits. Stress influence.

+ Use fathers as guest teachers in adult and youth classes.

+ Try an essay contest using one of the following topics: "My dad (or granddad is the greatest because..." "The greatest man in our church is..."

+ Sponsor a "Big Brother" Day when the dads adopt a "son" for the week.

+ Allow the children to select the "Father of the Day."

"MY DAD'S HERE"

To each person whose father is in attendance at Sunday school on Father's Day, give a badge which reads, "My Dad's Here." Make these from colorful cardboard, lettered with a felt pen, and backed with a small safety pin. During the morning worship service have the fathers sit with their children.





PROMOTION DAY

Spring or fall? When is the best time for Sunday school promotion. In light of the full objectives of the Sunday school's teaching ministry, consider these reasons.

1. The summer months are a poor time to begin a year's work. The finest pupils and students will be gone on several Sundays during the summer.
2. Promotion Day ceremonies are less meaningful in the spring.
3. Lesson books are planned for fall promotion. Spring promotion means either overlapping previously studied areas, leaving unfinished courses, or studying the most advanced quarter's material when the pupil is least able to comprehend it. Curricularly, fall promotion is correct.
4. Pupils identify with their regular class and are more likely to remain faithful here than in a new class.
5. Teachers know their pupils and can more easily "keep track" of them.

In the light of this reasoning, leadership should ask these questions:

1. Does spring promotion have more advantages than fall promotion?
2. Can most of the advantages sought in spring promotion be realized in easier ways and without sacrificing the matters discussed above?
3. If all the advantages of spring promotion were realized, would it be worth the trouble and difficulty involved in the change?

Public schools promote in the spring, but pupils do not enter classes until fall. Sunday school is not dismissed in the summer. The school child has completed his work and is therefore promoted. Sunday school pupils do not complete their year's work until fall. The fallacy of spring promotion, just because it ties into the atmosphere of public schools, often shows up as a mistake in the fall, when it is too late.

The Sunday school should give proper recognition for achievement and graduation in the spring near the public school graduation time. However, full consideration should be given before the Sunday school initiates a spring promotion time.

Sunday school promotion has many values and presents many opportunities.

1. It maintains grading lines. Regular observance of promotion gives proper recognition to pupil growth and development. A healthy condition of growth permeates the entire school when grading is maintained.
2. It allows for re-studying leadership assignments. Each year the Sunday school staff is reviewed and interviewed. Consideration is given where adjustments need to be made. Promotion day offers the best opportunity for reassignments and replacements.
3. It provides for starting new units. Starting new classes or departments is often easiest with promotion time.
4. It contributes to new fellowship for a new year. Promotion day should be anticipated by workers and members alike as a time for realizing new friendships, for working with new people and for launching a new year's efforts together.

SOCIALS

Just prior to promotion day, announce a class party. Ask one pupil in the class to send an invitation to the teacher, into whose class the pupils will be promoted. Plan that at the party each pupil will introduce one of his classmates to the new teacher and tell her at least one thing about him. (hobbies, likes, dislikes, etc.). Draw names to determine who will be introduced by whom.

PAL SUNDAY

"Pal" stands for "Promotion and Loyalty." Use this theme to determine the goals for this day--to promote pupils and the Sunday school program, to encourage faithfulness, and to challenge each person to bring a "pal" with him.

PRE-PROMOTION DAY EVANGELISM

Use the theme, "Every pupil won to the Lord before Promotion Day." Pray and plan for this to happen.

- + Plan Decision Day in each department just prior to Promotion Day.
- + Train teachers to lead pupils to Christ in class. Discuss how this can be done with each age level, the opportunities, how to lead up to it, what to do with the remainder of the class.
- + Plan a Stay-for-Church Sunday when teachers sit with their classes in morning worship. The pastor's message with its simple explanation of the plan of salvation will lead to decisions.

Any amount of planning will not be fruitful without much prayer. It is the Holy Spirit who brings conviction to the heart and gives courage of that conviction. Allow Him to do His work; provide opportunity for reaping.

GOALPOST GRADUATION

Make a goalpost (as a football goalpost) with as many cross bars as there are departments in the Sunday school. Paint the goalposts a bright color. Make each crossbar a different color. Secure a spring-type clothespin for each child that is to be promoted. Paint the pins to correspond to the color of the crossbar of the department from which he is being promoted. Use the lowest bar for the youngest department.

Often the Sunday school is challenged to promote a child into a different class or grade even though he really is not ready to do this. Pressure may come from the parent, the child or a number of other areas. It is not always easy for the Sunday school administration to make firm decisions regarding the grading of the pupil. However, the school also wants to do what is best for the pupil.

Foursquare Sunday school curriculum is designed to correlate with the pupil's grade in school, and in the case of pre-school, to his age. If the child is not capable of a different grade-level work in the public school, he should not be expected to do this level work in the Sunday school. Careful observance of the grading lines is important for that pupil. Great care and discretion should be exercised before exceptions are made.

TEACHER PROMOTION

In the junior high and high school departments, often the pupils are anxious to be promoted to the next department immediately upon their graduation from public school, in the spring. For many of the reasons previously discussed this is often unwise. But, if the Sunday school can institute a plan whereby the pupils can continue their study and still find identity with the new group, consideration should be given to this. This may be accomplished by graduating the pupils, with their teacher.

To insure continuence of study, allow, for example, ninth graders to be promoted into the high school department, but also promote the teacher into this area with the continued study in the fourth quarter, ninth grade materials. This keeps the class in tact, retains the identity of the pupil with a familiar teacher, and continues an unbroken segment of Bible study.

COMMENCEMENT

Promotion Sunday can be compared to the public school commencement time, for students are graduated into a new class or department. Program it thus.

Use caps and gowns or white shirts and blouses. Write out invitations to each member and prospect, and their families. Program with appropriate music.

INSTALLATION OF WORKERS

As part of the promotion day program, draw attention to the persons who will lead the Sunday school for the next year. Introduce each one individually and tell what his responsibility will be. Read the Foursquare Standard for Leaders and give each worker his copy. Give each his certificate of appointment for the coming year. Dedicate these workers.

DIPLOMA TREE

"Trim" an artificial tree branch with white diplomas. Hang the ones for the smallest children on the lowest branches. As the children are presented for promotion, allow them to pick their diplomas from the tree.



CHILDREN'S DAY

Children's Day is a little-honored holiday both in the community and in the church. It always occurs the second Sunday in June. It can serve the Sunday school as a rallying day and place additional emphasis upon the home and family units. Too, it provides an ideal time for Decision Day in the children's departments.

The aims of Christian education for children are to lead each to a personal relationship with Christ; to lay a solid foundation and begin the development of character that is Christlike; to help develop a Christian philosophy of life; and to help boys and girls develop the ability to meet all of life's experiences with spiritual resources. The church needs the cooperation of the home in doing this, but often the church must lead in these areas. Each thing that can be done to help accomplish these goals will help in building children into mature, Christ-honoring individuals.

TOY STORE

Allow the children to share one of their toys with someone else. On Children's Day ask each one to bring a toy he wants to give to someone who may not have as many--an unfortunate family, a children's hospital, orphanage, mission station, etc. Decorate a large cardboard box with adhesive-backed paper in a colorful pattern. Use this as the toy box. When the children bring their toys, place them here.

KITES FOR KIDS

Give a kite to each child who is present or who brings someone on Children's Day. The week following have a "Kite Party," by class, when children can fly their kites together.

B.O.T.S.S.

B.O.T.S.S. (Bring Others to Sunday School) Sunday is designed to build up the prospect list in each grade, to increase attendance, and to challenge children to personally invite others to Sunday school.

Prepare a special invitation which the children can take to school. If permitted suggest that they read it to the class. Encourage them to show it to all of their friends. The Sunday school may advertise a special gift (balloon, pencil, bookmark) for each child

who attends. Suggest that before school is out for too many weeks they should invite their friends to Sunday school.

OPERATION T.A.D.

T.A.D. (Teacher Appreciation Day) will bring special joy to each teacher. The Sunday school administration may designate this and send special notice to each home. Allow the children and youth to help with the planning of this. In the younger classes, a parent may take charge. Work to surprise each teacher with cards or small gifts from the class or from each pupil.

IDEAS TO DEVELOP

- + "Train Up a Child or Stirring Up a Child" can serve as a theme and a startling thought for Children's Day. Ask teens and parents each to present 10 basic things they would like to see from each other.
- + "A little child shall lead them" theme provides opportunity to show the activities of children in the Sunday school. Have open house and allow the children to show their activities and projects.

TWIN SUNDAY

Contact as many sets of twins as possible in your community. Invite them to Sunday school. Also those who do not have natural twins can "adopt a twin" for the day. Invite all to "come double"

the day. Invite all to "come double." Advertise for natural twins in the local newspaper.

Have two of everything this day: 2 song leaders, 2 ushers, 2 teachers (working as a team), 2 lucky seats, 2 superintendents, etc. Recognize all the natural twins.

MISSIONARY SUNDAY

Children's Day, the second Sunday in June, is also Missionary Sunday in Sunday school. Use this as the theme for the day. Recognize children of the world.

Invite children to come dressed in a costume of a different country. Secure pictures from around the world for decorating. Encourage each child to bring an underprivileged or handicapped child. If the child brought needs clothing or shoes, work with the family to secure these.

During pre-session, allow the children to make simple books or cards to be sent to children's hospitals or to the children of missionaries assigned to your church.

BUDDY SUNDAY

Recognize each child who brings a "buddy" to Sunday school--someone who does not regularly attend. Use this day, near the end of school, as a rallying time for the summer months. Prepare a chart with the name of each child and his buddy. When he attends with his buddy, mark it on the chart. Use the chart for the summer, and award those who attend a designated number of Sundays during this time.

FAMILY DAY

Use the theme, "Our Place in the Sunday School." Choose one person to represent each of the following. Allow him to speak a few minutes on his topic.

"The Man's (Father's) Place in the Sunday School"

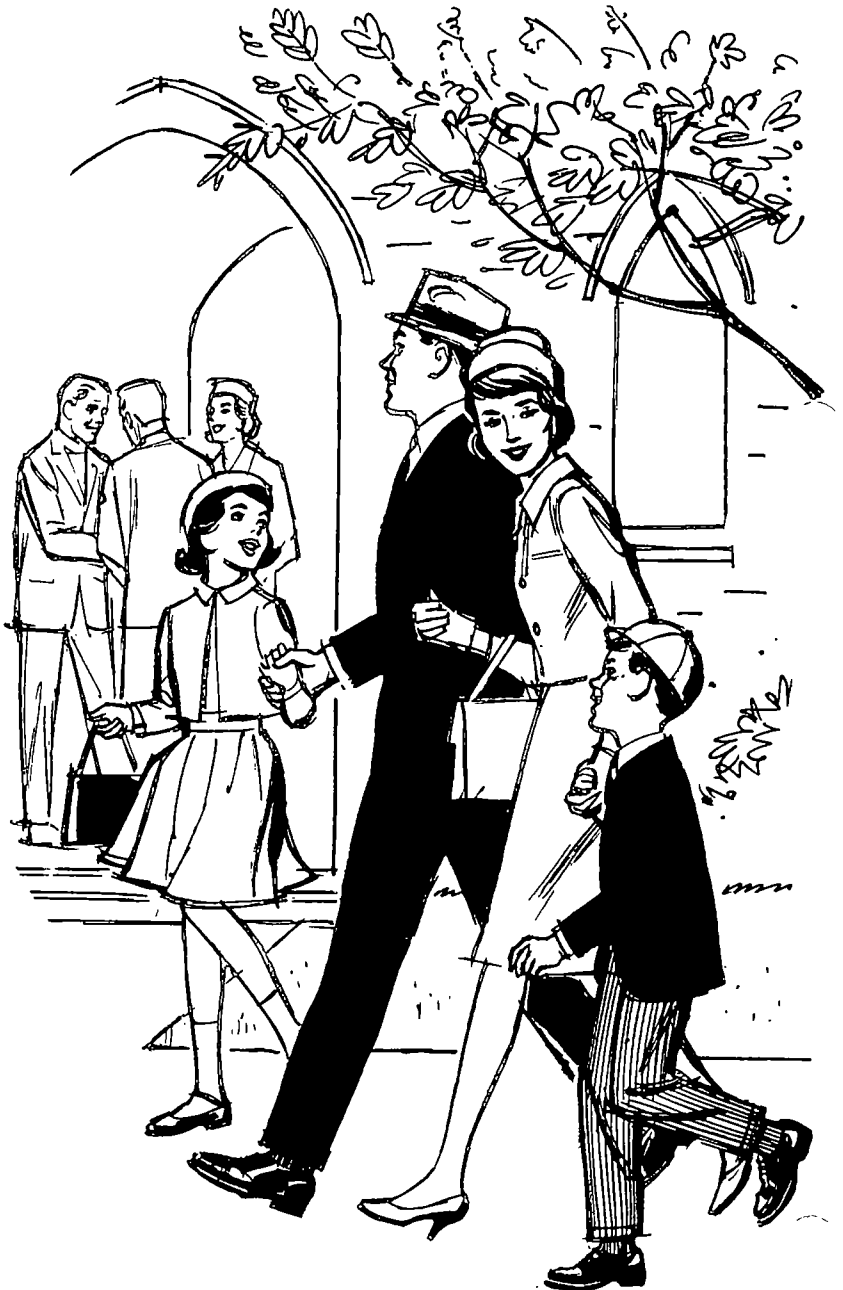
"The Woman's (Mother's) Place in the Sunday School"

"The Child's Place in the Sunday School"

"The Youth's Place in the Sunday School"

"The Senior Adult's Place in the Sunday School"

Summarize, pointing out the total family program of the church.



UNIVERSAL BIBLE SUNDAY



"The Bible is the unfailing guide which points the way for men to the perfect life." J. Edgar Hoover

"The Bible is the voice of the Holy Spirit." Chiang Kai-shek

"We believe that the most scientific view, the most up-to-date and rationalistic conception, will find its fullest satisfaction in taking the Bible story literally. . ." Sir Winston Churchill

The Bible is the most important book in the world. Each year in December Protestant churches commemorate Universal Bible Sunday, with its central purpose to induce people to read the Bible.

The Foursquare Sunday school text is the Bible. In our curriculum scale we cover every major doctrinal teaching several times and as a result, when applied to the heart, this Word builds strong men and women. Is it not then fitting that we commemorate "The Bible's Day."

OUTREACH

Interview

Interview the local public librarian regarding the use of the Bible in the library. How many people call for it? How many translations does the library have? What reference books, commentaries, etc. about the Bible are available? Do the young people or old call for it? Conduct this interview several weeks prior to Bible Sunday, and use it as a write-up in the local paper to advertise the Sunday school program.

Move the display to your own church for Bible Sunday. Special attention should be given to make sure the Bibles are well kept and returned immediately after the Sunday display. Display some of the Bibles open, with portions to read underlined or defined in some way. In returning the Bibles, take an American Bible Society bookmark or booklet, with a reading schedule. If the Bible is from a non-Christian home, use this as a point of contact for witness; or an unchurched home, invite them to attend. Report the contacts made as a result of this display, and make them items of prayer.

Hospitals

Send out young people, families, anyone Sunday afternoon to place Scripture portions in hospital wards or on individual breakfast trays. Follow-up this "seed planted" with another visit around Christmas time. Arrange for a photographer to get a picture of this for your newspaper write-up.

Scripture Portion

Give each member a copy of the Christmas Scripture portion. They are not to keep this, but rather to give it to someone else that week.

Bible Display

Plan a Bible display, **both** in your own church and in the library, a store window, or other place where people will notice it. Advertise in the community for Bibles of interest: oldest, in different languages, different versions, Protestant, Jewish, Catholic, largest, smallest, most unique, with unusual covers. Collect these Bibles (with care) and display them the week prior to Bible Sunday. Put the display in front of a screen or curtain-hanging, where a picture of Christ or famous Bible picture is displayed. With the display, arrange free pick-up items, such as bookmarks, Bible reading charts, Gospel of John all of which are available from the American Bible Society. A small placard, "Display sponsored by Foursquare Church (address)," is in order.

CLASS PROJECTS

Use the Bible

Begin a Bible reading campaign for this week. Either assign the lesson text chapters or use another portion. Ask each one to underline and count the number of times the name "Jesus" occurs in that particular chapter(s). This works well with adults and children, beginning with primaries. Ask for a report the following week. If you wish to continue it, assign different portions—perhaps the Gospel records of the Christmas story—and work to form good Bible reading habits.

Bible Reading Schedules

Secure from the American Bible Society, (450 Park Avenue, New York 22) the schedule for reading the Bible through in a year. Pass these out to your youth and above. (These schedules begin with January 1.) Challenge them to participate in this reading.

Scripture Follow-up

Give each one a Christmas Scripture portion. Challenge them to give their Scripture portions to the unsaved this week. Make it a class project to follow up those contacted in this way. Prepare an invitation to a Bible study class (your Sunday school class) and print a phone number for them to call for further information. Be prepared to give them a "bird's-eye view" of the study for this coming quarter and extend a cordial invitation for them to attend. (Ask all classes to be aware of those to whom the Scripture was given, and if they showed any interest at all, ask them to give their name and address to the proper class teacher or officer.)

Special Bible Class

Advertise in the local newspaper that your church is sponsoring a special Bible class (perhaps during the Adult Crusader Hour or at the mid-week service) as a follow-up to the Scripture Portions distributed. Extend an invitation for all to attend. Announce the topic. Choose a subject of particular value to the unchurched.

Bible-athon

Devote the entire day of Bible Sunday to reading certain portions of the Bible or New Testament through. Allow the congregation to sign to read for certain hours. Advertise this prior to the day and invite the public to "stop in" at anytime to hear a portion of the Scripture read.

The idea motivating this is to impress the public with the importance of the Book of Books. Consider the following innovations:

- Reading from a large pulpit Bible adds to this.
- If there are persons in the congregation who read and speak a foreign language, make this a feature of the reading. Advertise that the Bible will be read in that language between certain hours and invite all who understand this tongue to attend.
- Invite a blind person to participate, reading from his braille Bible, as someone reads aloud.
- Invite other churches to participate with you in this reading.
- Evaluate if the entire New Testament should be read (when read consecutively, allow about 16 hours), or certain single books or passages (Psalms, Gospels, Sermon on the Mount, etc.) should be chosen.

WORSHIP THOUGHTS

The grandson of India's Mahatma Ghandi said, "The

missionaries taught the people to read, but the Communists gave them books."

A national leader said, "Everyone is flooding the vast heathen multitudes with reading—everybody except the Christian church.

The Communists have found the printed word effective. Recently, one year's budget for literature amounted to 3½ billion dollars. The cults have found it effective. Their publishing houses and presses are springing up all over the world. What of true Christians? Are they giving the printed Word—the Gospel message—to a lost world?

Modern Man's Questions

What are the Christian's social responsibilities from the standpoint of the Bible. Consider the following and develop a short presentation about them. Use a modern translation where appropriate.

Economic Justice	—Ex. 5:1–9; Matt. 5:23–26; John 10:10; I Tim. 6:3–10
Property	—Phil. 4:8–19; II Cor. 9:1–9; Acts 4:31–37; Matt. 5:38–48
Poverty	—Heb. 13:5, 6; Jas. 2:2–26; II Cor. 6:1–10; Acts 20:28–36
Labor	—I Thess. 4:9–12; Eph. 4:23–32; II Thess. 3:6–12
Civic Duty	—I John 2:15–17; Gal. 5:1–14; Acts 4:32–37
Personal Rights & Responsibility	—I John 3:11–18; I Tim. 6:17–21; Col. 2:6–10
Protection & Security	—Rom. 8:28–39; John 9:1–5; II Tim. 2:14–26; 3:12–17
Race & Brotherhood	—Eph. 4:1–6; Col. 3:1–15; John 3:1–17; Rom. 3:22–30
Nationalism	—Rom. 1:18–32; Acts 14:14–17; Phil. 3:17–21; Heb. 13:17
Family Relations	—Col. 3:18–21; I Tim. 5:1–16; Acts 16:25–34
Politics & Government	—I Pet. 2:9–17; Rom. 13:1–10; Jas. 1:1–8; Luke 17:20–22

DRAMATICS

Prior to Bible Sunday, the young people may enjoy dramatizing a certain Bible story. Photograph the scenes and make them into slides. Show them on Bible Sunday.



Promotion Day

"But, what do we do about those who don't want to be promoted?"

This is an often-asked question. And most often this is a teacher rather than a pupil problem, for frequently, and unconsciously the teacher manifests this attitude.

Mrs. Austin has come to love every darling beginner so much she doesn't want to part with a one. The beginners catch the attitude.

Ted Miller has had a grand time with his gang of juniors, and unconsciously holds them together with a gang spirit that makes division difficult.

John and Maxine Clark have that wonderful class of young adults and are often heard to remark, "We work so hard to build up our class and then they always come to us for teachers and officers for the Sunday school."

Are not all these worthy qualities? Mrs. Austin's love for the tiny tots cannot be lost; Ted Miller's gang spirit or the Clark's hard work is commended. Each is vital to the attitude and work of the class. But, careful planning must be added to make the promotion transition an experience to be desired. It is part of the pupil's growth, and a compliment to the teacher, when smooth transitions are accomplished.

The class and its teaching exist for the pupils, not the teacher. With this attitude the teacher does not see his pupils as "my" class, the facilities as "my" room, but rather he views himself as an instrument through which God's Word is presented to bring about Christian and personal maturity. He teaches to minister to his pupils, not to satisfy his own needs.

Take these steps to prepare pupils for graduation.

1. Talk-up the next department and class. Discuss its activities and rewards.
2. Speak with genuine appreciation of the worth of the teacher in the next class.
3. Introduce the next teacher to the class. Allow him to talk with the pupils.
4. Praise the Lord for the opportunity to prepare class members for new spheres of service.
5. "Look not every man on his own things, but every man also on the things of others." (Phil. 2:4)

GETTING ACQUAINTED

To help the teacher learn the names of his new pupils introduce a get-acquainted game. Tell the pupils that this game will help you and them learn each person's name and also allow you to show love for one another by each giving the other a flower.

The teacher states her name and hands the flower to the first child. "My name is Mrs. Eckhardt and I will give a flower to Tom". Tom will pass it on to the next child as he gives his name and says, "I am passing this flower on to Carolyn."

The teacher then will say, "Carolyn will give the flower to Nancy." This plan of passing the flower will continue until the last child in the circle receives it. Then as the flower is started in the same manner, and flowers are passed until each child in the circle gets one. When the teacher gives the last flower to Tom she says, "I am giving this flower to Tom. He may keep it."

By the time all the flowers are passed around, the children will know one another's names.

Other objects than flowers may be used. Care should be taken to select an object which expresses apprecia-

tion and love.

GRADUATION CAPS

To make this day a "ceremony" provide graduation mortarboards for each one who is being promoted, tassel and all.

When all graduates have received their certificates or diplomas the superintendent pronounces that they are graduated. Each pupil then moves his tassel from the left to the right side of his cap.

"THANK YOU" TO THE TEACHERS

Prepare a scroll for each teacher whose class is being promoted. Ask each pupil to write a thank-you note and sign his name.

A small photograph to accompany each note will make the momento an even more treasured keepsake.

You may wish to include all teachers, even those whose classes may not be graduating.

GRADUATION PICTURE

Arrange for a photographer to take pictures of each pupil as he receives his diploma. (An amateur photographer from the church is fine.) Present the picture to the graduate or his parents the following Sunday. A group picture might also be taken.

PROGRAMMING

Promotion Day may include a full program, or it may be a portion of another meeting. If its purpose is to acquaint the congregation with the educational program of the church, consideration should be given for making this a full program. Such a program allows parents and other adults to see what the pupils have achieved and show the pupil that he is recognized for his extra effort in memorization, attendance and other achievement.

If such a program is to be presented it will require preparation, choosing of a theme, review with the pupils of their learning, and practice to assure each of confidence in presenting his part well. The following brief outlines, each built around a specific theme, may be expanded to include songs, special features and full presentation of the particular school's achievements.

Crossing The Bridge

Build a single bridge to be placed on the platform. The teacher from whose class the pupils are graduating leads his pupils to the bridge. The teacher to whose class they are promoted receives them on the other side.

The superintendent or pastor may speak briefly about the spiritual bridges that the pupils have crossed.

Pupils should present some evidence of their study this past year.

"Jesus, Our Pilot"

Nursery	- "Recruits"
Kindergarten	- "Boots"
Primary	- "Seamen First Class"
Junior	- "Petty Officers"
Junior High	- "Ensigns"
High School	- "Lieutenants"

Appropriate songs might include, "Jesus Savior Pilot Me", "My Anchor Holds". Decorations built around the nautical theme, with "graduation" hats in the form of sailor and seaman hats add to the theme.

"Thy Word Have I Hid In My Heart"

A large Bible (4' x 6') placed in the center of the platform is the focal decoration. Hinge the cover so it will swing open and allow pupils to step through. Several layers of white streamers hung in the opening of the Bible will conceal the background and will allow the illusion of people walking out of the pages of the Bible. Paint the cover and left side black, with yellow or gold on the right side. Letter "Holy Bible" on the cover.

Inside the front cover hang "pages" on which theme scriptures and references are lettered. When hung on pegs these pages can easily be changed each time the cover is closed between departmental appearances. The following verses, lettered in full, might be used with these departments.

Primary	- Prayer and Praise, Philippians 4:6
Nursery	- Love, John 3:16
Beginner	- Friendship, John 15:15
Junior	- Service, James 1:22
Junior High	- Salvation, Hebrews 7:25
High School	- God's Plan, Ephesians 2:10
Adult	- Christian Homes, Deuteronomy 6:6 Business World, Colossians 3:17

Each department can choose its selection of scripture, songs, poems, discussion, original compositions, etc. in keeping with both its assigned sub-theme and the central theme. (Sub-themes above are suggested as they depict a portion of the department's study materials.)

The guides below may suggest means whereby these selections can be presented.

Leader: After the graduates have entered and taken their places, welcome the congregation. Introduce the theme. State the purposes of the Sunday school and total Christian education program of your church. Suggest that the program which is to follow will show how the pupils grow in understanding of the Word and how it affects their lives.

Each group of children which is to come out through the Bible will need to go behind the platform, ready for its appearance. Careful timing of this will help assure a smooth program presentation.

Introduction: Select two young men to enact a Paul-and-Timothy dialogue such as the following. They enter from off stage, speaking as they approach the center.

Timothy: How important through the Christian ages has been the study of the Holy Word of God. Isn't it marvelous the way God used His chosen men to make know His love and will to all who seek Him! He even allowed you, Paul, to be an instrument through whom He told the whole world of the new covenant and of life through Christ, our blessed Lord. What a tremendous privilege. And to think that God gave life to the very words written. I'm reminded of what you wrote to me, Paul, when I was beginning my ministry—"Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth."

Paul: Yes, Timothy, and that admonition was truly from God's wise and loving heart. Did you find your study of the Bible most valuable?

Timothy: Even more than you could say; for it proved not only to be the necessary tool in my ministry, but the great foundation and stimulant of my faith and Christian life itself.

Paul: Indeed it is the foundation. The Word reveals the one foundation which God has laid for the eternal life of man—"For other foundation can no man lay than that is laid, which is Jesus Christ." That is why the Church, which Christ founded and which is His body, is built and sustained upon this Word.

Timothy: And just as our Lord said, "Heaven and earth shall pass away; but my Words shall not pass away," so through the years this Word has been searched and loved and lived by until now. This very day its message is bringing life and power to people the world around. (As Timothy says this last phrase, Paul opens the Bible and Timothy walks through. Paul remains, standing beside the open Bible.)

Paul opens the Bible each time for the children to march through. Then when the group has recited and is

marching from the platform, he closes the Bible again. During this time the page is changed (see above) and at the given signal the Bible is opened to let the next group march through.

As each group marches out, the leader directs them in verses and/or songs which have been prepared. Throughout the program diplomas should be given to each group before it leaves the platform.

Variety in the presentation from the departments or classes will sustain interest. Allow testimonies, original playlets or dialogues as well as songs and Bible verses.

High school and adult classes may not wish to participate in a platform presentation. However, point out the key words for each of these areas and tell of the study each engages in. Allow testimonies of faith as well as witness to the value of this study by individuals from these departments and/or classes.

At the end of the program, leave the last verse page for the audience to view (Deut. 6:6,7). Invite the pastor to close the program with appropriate remarks along this theme.

"Highway of Achievement"

Using the travel theme, secure travel posters, wall maps, road maps and signs, and a world globe. Place these around the auditorium. Use road signs to designate the place each department will sit. A theme poster near the front of the auditorium can read, "We're going places for Christ on the Highway of Achievement".

Travel reminds us of the rules of the road, clearly defined destinations, appropriate modes, making out the trip and so many other practical aspects which are always considered for any trip. Weave these things into the introductions of the various departmental presentations.

Numerous songs regarding walking with the Lord and being lead by the Spirit are appropriate with this theme. Choose appropriate stories and materials to present a picture of each department's lesson themes. Examples might be:

- | | |
|--------------|---|
| Nursery | — "Learning to Share on the Highway of Achievement" |
| Kindergarten | — "With Our Loving Guide..." |
| Primary | — "Traveling With Friends on..." |
| Junior | — "The Thrill of Adventure on..." |
| Junior High | — "Evaluating My Life on..." |
| Senior High | — "Setting Life's Goals on..." |

As part of the closing, ask an adult to make comment regarding the achievements of the pupils, and then read the following poem.

We're traveling with Christ our Lord
On the Highway of Achievement straight.
Our destination we've made known
We go with steady gait.
Our road map is the Word of God
No detours here you'll find.
Move; move on; don't hesitate
With steady heart and peace of mind.

"School Days"

Promotion Day gives the Sunday school an opportunity to introduce the school year—Sunday school and public school—and place emphasis upon the teaching ministry of the church. This theme encourages this especially.

Decorations: Stores often have "Back to School" sales. When possible, secure some of these signs and with poster paint or magic markers add "Sunday".

Arrange the platform like an old-fashioned school room. Secure desks, a chalkboard and a teacher's desk. Make "slates" from large poster paper, black in the center with a white border and a red "string" painted around the border. Label a slate for each age level. When the time comes to issue certificates to pupils being promoted, show the appropriate department slate.

Posters and signs which look as if they were made by children are easy to make and provide added atmosphere. No professional needed.

Program: Seat all pupils being promoted on the platform. If a large group, seat by departments; if a small number, add other pupils.

Call for "classes" (departments) to participate. The "arithmetic class" may sing the following:

Tune: "Battle Hymn of the Republic"

It isn't any trouble just to add another one;
(Repeat)
It isn't any trouble, we can make our number double,
If we only take the trouble, just to bring another one.

Also use review questions which can be answered with numbers.

The "history class" may read statistics on the growth of the Sunday school (or department) for the past year. They may also review the quarterly units of the past year.

The "spelling class" might add a bit of humor. Use hard-to-spell names and places from the lesson material

and ask the one spelling to tell something about each word spelled. A "spelling bee" adds interest.

"Music Class" may be participated in by all. Use the visualized songs which are a part of the Sunday school's aids. Also, use the following song written on a poster board slate.

Tune: "School Days"

School days, school days
Dear old Sunday school days.
With stories and verses from God's own Word,
We're building our lives on the truths we've heard;
We learn to live the Gold Rule
When we study God's Word in Sunday school;
We'll come every week, the Savior we'll seek.
We'll meet Him in our Sunday school.

"Reading class" may comprise a choral reading of an appropriate Scripture.

Feature: Arrange to give some "apples for the teacher". Honor outstanding achievements of teachers—those whose classes have shown outstanding growth, perfect attendance, evangelistic effort, etc.

"Mortar-boards" made from a square of cardboard covered with black crepe paper may be given to each pupil as he receives his promotion certificate. Tie certificates with a ribbon to look like a graduation diploma.

GENERAL SUGGESTIONS

+ Program. Prepare a written program for the day. List not only the outline for the program, but also the names of all those being promoted. Beside each name, list any special achievements which he has accomplished during the past year (attendance record, memory progress, salvation).

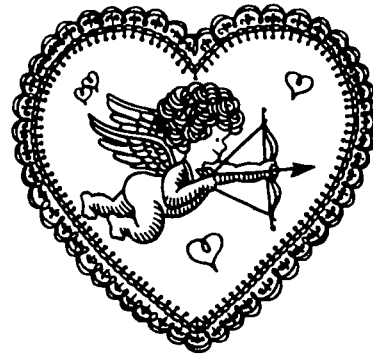
+ Pal Plan. Give each teacher a list of the pupils to be promoted into his class (or department). Assign each new pupil to a "pal"—one of the pupils who has remained in the department.

On Promotion Day the assigned class members go to the younger class to call for their "pal". He then introduces the pupil to the new class.

Encourage each "pal" to be responsible for each other—being on time, making contacts when absent, listening to the other recite his memory verses, praying together.

Give recognition to the pairs of pals who have achieved over an extended period of time. Such things as perfect attendance, on time, memory scriptures learned are worthy of recognition.

Valentine's Day



"HAVE A HEART" CAMPAIGN

Prepare a large poster onto which paper can be tacked. Staple a ruffle boarder to make it look like a doily. Make in shape of a heart if possible.

Make invitations in the shape of valentines. On each write this poem:

The Half-a-heart is meant to be
A little reminder token;
How when you're out of Sunday school
We all feel just HEART-BROKEN.

So HAVE A HEART next Sunday morn,
The time, fifteen to ten.
Come, bring your half of this broken heart
And make it whole again.

To this invitation, place half a heart, with absentee's name on it. The other half of the heart is placed on the bulletin board valentine, with the name of the person who chose to give the invitation valentine to the absentee or friend. His oral invitation to Sunday school should include an invitation for the month, as well as for Valentine Sunday.

Prepare an absentee-prospect list of names and addresses. Challenge regular members to take these persons on their hearts and to invite them to Sunday school.

When the invitation is accepted, place the other half of the heart with the one brought by the absentee when he attends. Set as your goal to mend every broken heart.

VALENTINE MISSIONS

Often Valentine Sunday is missionary Sunday too. These themes fit well together.

L-O-V-E Messages

Provide each one present with a card or small piece of paper and invite them to write a short note to your appointed missionary. Put these in a large envelope and send them, airmail, as your messages of love, prayer and

thanksgiving to the missionaries who represent you in foreign lands.

Acrostic

Give four pupils the letters to the word "love". Suggest words each letter might represent. Let the class or department suggest words too. Ask each to talk no more than one minute about the word suggested and how love can be shown to people of other lands.

Some words might be: L - lost, lifeless, lacking, laboring in vain, leaven (sin), light; O - off course, offend, old man of sin, omission, outreach; V - value of a soul, vacuum, vacant, vain, venom of sin, vexation; E - evangelize, eternity, enlist, emancipate, enemy, everlasting life.

Heart Fund

How is the missionary offering given like a heart fund? The missionaries represent us on foreign soil. We have a part in extending their ministry when we give and pray.

Use a heart-shaped box to receive the missionary offering. Talk about the need for real heart-felt giving. The lost state of men without God should touch the heart of Christians and, compelled by God's love, prompt them to give.

HEART CAMPAIGN

Begin an evangelistic emphasis in the Sunday school this month. Your Heart Campaign may have several goals:

1. To win all Sunday school pupils to Christ.
2. To win others outside the Sunday school to Christ.
3. To build your Sunday school attendance.

Conduct the campaign for several Sundays — the month, or even until Easter. Provide goals for each class and a visual which can be completed by attendance increase. (See other Idea Pages for suggestions)

Encourage teachers to have "heart" talks with pupils — definite times when they confront pupils to accept Christ. For larger classes, ask other pupils to assist in reaching the unsaved.

In opening assemblies, talk about the different hearts.

Some of these are:

Broken hearts	Soft hearted
Half hearted	Hard hearted
Whole hearted	Faint hearted
Fool hearted	Happy hearted
Open hearted	Heart-seeking
Heart sick	Heart ache
Heart burning	Heartbeat



HEART BANQUET

Plan a "come as you were" banquet. Married couples should come dressed in clothes like those worn while dating. Decorate with red and white hearts, streamers, bouquets. Paper tablecloths can be stenciled with red hearts.

Show old church slides of members present, and suggest each couple bring a few slides of former years. Stage a "Newlywed Game" using married couples from among the guests. See how well the husbands know their wives, and how much they remember from their pre-marriage days.

Divide the group into smaller units of 6 or 8. Let them share their growth spiritually; their initial encounter with Christ; experience in their marriage when their faith in Christ has been especially felt. If there are unsaved couples (or spouses) do not put them "on the spot"; but include them in a group to hear the contributions of others.

Poems, short stories of famous couples, love songs, all can be a part of the program.

ATTENDANCE MOBILE

Prepare a mobile for each class, department or family. When the mobile is completed, it should hang straight. Heart-shaped doilies or red construction paper hearts with white paper scallops around them make decorative pieces.

Secure a piece of red cord or ribbon to each heart. Tie to a coat hanger or other bar which can be hung. Cord should be different lengths, and hearts might even extend from each other. (See pattern.) If mobile is hard to balance, a paper clip fastened to one of the hanging items may help.

For the family, make a mobile which contains as many hearts as there are family members. Put these in an envelope and send it to each family with a note which states they are to bring their hearts to Sunday school to make up their family mobile. If one member is absent, the mobile will not balance. If visitors attend with the family, add hearts to the mobile.

To balance, add hearts which are lettered, "God is love", "Love one another", etc. Allow the family to take home its mobile after the attendance drive is completed.

HEART KEY

What is the key to the heart? Love unlocks hearts. It mends broken hearts; cheers saddened hearts, crumbles hardened hearts.

Place "Love symbols" on the bulletin board. Such symbols may be hearts, flowers, words as love, kindness, gifts, etc. (See I Corinthians 13). Letter the word "LOVE" as a heading.

Provide small pieces of paper upon which members can write their definitions of love. Ask them to turn in their responses the week before Valentine's Day. Select several to be read and announce the winners. Weave the love definitions into the devotional thoughts of God's love. Contrast "luv" with "love."

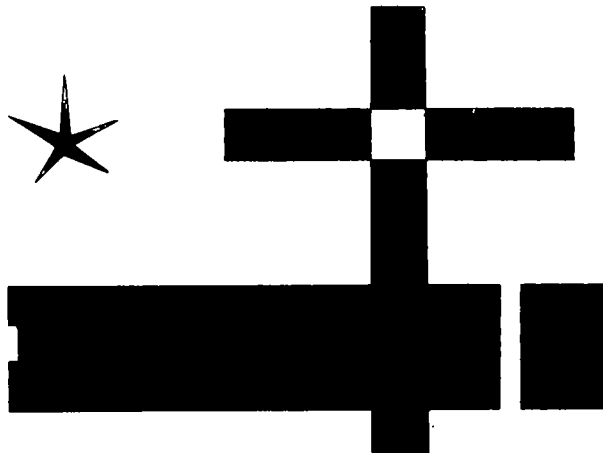
PHOTO FEATURE

Provide a photographer who can snap a picture of complete families, sweethearts, classes with 100% attendance.

VALENTINE ORIGINS

The customs of Valentine's Day come from the Roman festival Lupercalia, which took place on February 15. It honored Juno, the goddess of nature. To the Romans it was a lovers' festival. For a time young men sent gifts to their valentines as expressions of their love. Later, gifts gave way to sentimental messages like those of our time.

The name of Valentine's Day comes from one of two men, both of whose names were Valentine; both were martyrs for their faith in Christ. One was a priest who suffered martyrdom at the hands of the Roman Emperor Claudius II in 269 A.D. on February 14. The other was Bishop of Terni, 60 miles from Rome. He was beheaded on February 15, 273 A.D. Whichever is the St. Valentine his martyrdom speaks of the cross and of love that endures even unto death. Valentine's Day then really symbolized this Christian love, a sacrificial love that lays down its life for another.



Promotion Day



A well-planned and well-ordered Promotion Day program in your Sunday school can accomplish the same thing for the church that the public school promotion does for the community. It can arouse the interest of parents, stimulate the enthusiasm of the pupils and increase the importance of the school in the eyes of the church and the community.

Promotion Day is the special day of the Sunday school year in which particular emphasis is placed upon the educational side of the Sunday school work. The school leaders should make the most of this occasion to emphasize the importance of Christian education. It is the "New Year's Day" of the Sunday school: the time for new record books, new classes, new teachers.

The Teachers and Social Activity. Much is dependent upon the individual teacher if Promotion Day is to succeed. Class projects and the achievement of goals in anticipation of promotion should be emphasized by the teacher. Some teachers may plan informal gatherings for their class members, to welcome pupils who will be promoted into their classes.

Personal Conferences. The goal to win every unsaved person in the school for Christ by Promotion Day is a worthy aim. Encourage teachers to have personal conferences with the unsaved and unchurched persons in their classes. Special pulpit emphases upon salvation may be made as well.

Attendance Goals. Visitation goals the weeks prior to Promotion Day may result in the 100% enrollment present for this special day. Class and departmental visitation—in groups—help train pupils in this vital ministry as well. Adopt a slogan that represents your church's outreach vision.

Write invitations to be mailed to parents of the graduates. These invitations may be prepared by the pupils themselves.

Accurate Records. Accurate records are essential to a proper Promotion Day. Such records allow for proper recognition of graduates as well as insure that indiscriminate moving from one class to another does not happen.

The Program. Careful planning of the program can insure more than a "parade of children." It can result in a time of ministry to those present. Instill this concept in the hearts of the pupils who will participate. They are not entertaining; they are presenting eternal truths which result in eternal decisions. The church's open heart will tell visitors—perhaps the parents of the graduating pupils—that you care.

VISITORS ON PROMOTION DAY

Promotion Day can be perplexing to the first-time visitor. Especially so if he arrives a little early or a little late! He may go unnoticed while the Sunday school experiences a shift of teachers, pupils, classrooms, and schedule. He may be left to wonder "Which call should I attend? Where's the room? Who's my teacher? What will happen in class? How long will I stay there? What about church time?"

Prevent confusion for the new comer by:

1. Planning the program with him in mind.
2. Organizing against confusion.
3. Providing special registrars to greet visitors, fill out registration slips, explain where their class meets, and introduce them to someone in their group.
4. Assigning a "friend", or Christian "brother" or "sister" to the visitor, to show him around, explain the program and schedule, and answer his questions.
5. Pinning each visitor with a tag or button, to wear, so the teacher will recognize him as a visitor among his "new" pupils.

6. Posting traffic directors at strategic areas to assist pupils in finding the new location of their classrooms. They will be helpful to late-comers in particular.
7. Contacting and encouraging visitors to attend Sunday school again next week.

PROMOTION—Taking “Higher Ground”

Using Promotion Day not just to exchange classes, but to also emphasize the purposes of the church and Sunday school, adds another dimension to this day. The following capsule ideas and devotional thoughts may be used in varied ways. For example, the theme may be developed over several weeks, or several of the thoughts used for the one specific day.

The theme, “Higher Ground” suggests that there is a new level to achieve. The church, and the individual members, should be challenged to “take higher ground in . . .”

1. Education in the Word (reading, study, memorization)
II Tim. 2:15; Deut. 6:7–9; Psa. 119:11, 105
2. Evangelism efforts and witnessing
Mark 16:15; Matt. 5:14
3. Friendships, family relationships and marriage
Gal. 6:10; Luke 6:31; Eph. 5:21–33; 6:1–9
4. Christian ethics, character, standards
Phil. 2:15; Eph. 5:18; Col. 3:17
5. Foreign missions (giving, concern, prayer)
Matt. 28:19, 20
6. Prayer, personal devotions
Phil. 4:6; Eph. 5:26
7. Thought life
Phil. 4:8, 9
8. Faithful Christian service and stewardship
Rom. 12:1; I Cor. 4:2; Mal. 3:10; Prov. 3:9, 10
9. Life in the Spirit and ministering
Rom. 8:1; Gal. 5:16, 25; 6:2; James 4:15, 16
10. Dedication and thankfulness
Matt. 6:25–34; Prov. 3:5, 6; Eph. 5:20; Psa. 136

P—TA or P—TF

Promotion Day provides a time when the parent-teacher relationships in your church can be developed and more firmly established. It allows an avenue for instruction to parents of the many and varied methods and agencies which minister to their children.

A Parent-Teacher fellowship time may occur either on the Sunday of Promotion Day—perhaps in the afternoon—or it can be provided for during the week. Promotion itself may be a weekday activity, built around the fellowship aspect but also allowing for the actual promotion to occur.

The purpose of such a gathering is two-fold.

1. To permit teachers and parents to become better acquainted through discussion of the activities which the children are engaged in and through the sharing of the child’s progress and interests.
2. To allow parents to become better acquainted with the Sunday school’s objectives, organization, activities and facilities.

Program the event to include some or all of the following (or similar activities which will help to accomplish the purposes).

Pastoral participation—a short presentation explaining the Sunday school’s purposes and ministries.

Leadership participation—a visualized exchange directed by the superintendent which has as its goal a fuller understanding of the school’s structure, budget, immediate and long range goals, current programs and other pertinent items which allow parents to understand the Sunday school’s value to their child.

Slide presentation—Prior to the meeting, take pictures of the various activities of the school—classes, awards, assembly times, bus or other transportation ministries, visuals being used, etc. With an informal script, use these slides to picture the Sunday school in action.

Demonstrations—Allow several teachers to demonstrate equipment which is used, such as the filmstrips, projectors, lesson books, other interesting visuals. Be sure to display all literature with its teaching aids.

Tour—Dismiss teachers to their classrooms and then allow parents and other guests to tour the facilities. Pupils may be involved, too, in demonstrating what actually happens each week. Display class projects, greet parents with positive comments regarding their children.

All workers should have name tags and present a positive attitude about each child and the school. Greet parents with ease and openness. Listen to needs; share accomplishments of their child.

Refreshments provide opportunities for added fellowship, too.

Christian Education FAIR



"Hi, Ho, Come to the Fair!"

The above phrase will be heard dozens of times this summer. County and State Fairs and Provincial Expositions are familiar to almost everyone. Children participate in Science Fairs and Art Festivals or Fairs annually.

Plan a Christian Education Fair

WHAT IS IT?

The Christian Education Fair is like an open house. People are invited to come to the church to see what is provided in the way of Christian education. The Christian Education Fair gives opportunity for the community—and the church members—to see the work of the Christian education department of your church.

Often the full ministry of the church is not recognized even by those who attend regularly. Each worker becomes involved in his department and does not know about the total program of which he is a part. The Christian Education Fair, where all of the different departments and services are displayed in booths or rooms, will provide the opportunity for all to become aware of the avenues of ministry which the church has.

WHEN SHOULD IT OCCUR?

Plan to have this Christian Education Fair near the beginning of the Christian Education Year — late August or early in September. This allows for the full display of visuals, projects, etc. to be at least near completion. Too, this is the time when people are getting settled back into the regular routine, and when new families in the community are trying to establish themselves. Let them become acquainted and established in your church.

The Christian Education Fair may be conducted almost anytime during the week or on Sunday. If the Fair is opened on Sunday afternoon, prior to the evening service, and then again after the service, this will give the visitor a good introduction to your church. For example:

- 4:00 - 6:00 **Open House.** Displays and facilities open.
- 6:00 - 7:30 **Evening Service.** (If the Crusader Hour is held this evening, care should be taken to invite every visitor to his proper group and to provide a well-planned program for him.)
- 7:30 - 9:00 **Fellowship Hour.** Refreshments may be served. Again the booths and dis-

plays should be open. Schedule filmstrips or special features during this time.

Make the evening evangelistic service very special this night. The program may include participation from all ages.

- * Uniformed Cadet/Cupbearers in recitation of their Standard of Attainment; with presentation of the flags, etc.
- * CY testimonies of outreach, involvement in Bible quiz, oratory, etc.
- * Testimonies of members as to what the Christian education program of the church has meant to them and to their families.
- * Special recognition to Christian education staff members, for outstanding work during the past year.
- * Memory recitation by pre-schoolers or any age which has shown outstanding work.
- * Report of missionary giving this past year.
- * Short message from the pastor.

WHAT IS INCLUDED?

Agencies of Christian Education

Christian education is more than just Sunday school. In the Foursquare Church, Christian education encompasses all of the following:

- Sunday School
- Crusader Hour (all ages - children, youth and adults)
- Vacation Bible School
- Release Time Education
- Weekday Clubs (Fishermen, etc.)
- Camps
- Children's Churches
- Extended Sessions

Each of these areas should be represented at the Christian Education Fair.

In addition, the UFW and CFM should be included, along with other special ministries which the church may be involved in (rest home or jail ministries, community sponsored projects, etc.).

Displays

As with a County Fair, set up a booth or a section for each Christian education agency. The largest room or fellowship hall is ideal for this. Include in that booth, anything which is a part of the program of Christian education. The "booth" need not be elaborate. A large table for each display will serve. Do not clutter it! It is well if some type of divider can be provided between each display.

Hanging mobile displays add variety and save space.

Include displays for:

Candelighters and Cupbearers: Display the Counselor's Handbook, Manual, materials, Cupbearer Guide for the child, visuals, any projects or other items the children have made, etc. Dress two or three children in their uniforms and let them stand at the booth, giving information and directions. The cupbearer filmstrip might be shown during one portion of the time.

Cadets: Use uniformed children as guides and "information" people at the booth. Again display all of the materials (see above), as well as token scarves and badges, trophies and ribbons won at camp, Quizzette trophies and certificates, etc.

CY's: CY pins and emblems should be worn by the young people at the booth. Display the current quarter's 4th Dimension as well as booklets ("God Shaped Vacuum", "I'll Do As I Please") and individual items which correlate with the program. The teens should be able to explain the purpose and areas of the CY program, and invite any visiting teens to their services as well.

Adult Crusaders: If your church has this group, ask informed adults to assist in showing materials and explain studies and activities of the group. If the group is planning a fellowship time within a few weeks, prepare written invitations to be given out to any interested adults who might visit this booth.

This booth might serve as the registration booth, too. Provide visitor cards for any to sign up who wish to learn more about the church, have the pastor call, etc. do NOT pressure anyone to "sign-up". The ministry of your church as displayed at this Fair will tell that individual a great deal about church. These visitors are your guests; make them feel at home, without being pressured.

Vacation Bible School: Decorations, completed crafts, lesson books, visuals, all VBS materials can be used to make a colorful display. Again, have an informed person available to explain this phase of your Christian education ministry.

Sunday School: Display a sample of the entire Sunday school curriculum—teaching kits, lesson books, visuals, strip films, etc. The display should show new and different items, and perhaps even show how they are used. For example: Complete the entire visual for one department or class. Use it as a background. Memory course visuals make good backgrounds, too. Explain the literature program—that it builds one year upon the other to provide a well-rounded, complete Christian education, based on the Bible, centered in Jesus Christ and always adapted to the life of the pupil at his particular age. (The literature filmstrip, "Found: One Boy" explains in detail this program. It might be well to show this to all Sunday school workers shortly before the Fair.) Sunday school teachers might rotate in serving as assistants in the booth.

Release Time: If your church participates with the public school in Release Time Education, plan a display for this. If some of your church members are involved with Release Time, ask them to serve in this booth. Literature often is available which might be used for your Fair.

Weekday Clubs: These might be Bible clubs for children, such as the Fishermen Club, or clubs for youth or adults. If adult Bible study groups are being held in your community by your members, ask one of these leaders to arrange this booth. A map, showing the different locations of the groups, the literature used, a chart inviting new members to join and participate, will inform the community of this outreach. From the children's clubs, show the crafts, contests, etc.

Camp: Arrange any camp posters or brochures which are available. If your campers have won ribbons or trophies at camp, display them. If slides, photos, or motion pictures are available about your camp, arrange them. If the camping season for this year is not already past, give out registration cards and advertising brochures to

any who seem interested.

Children's Churches and Extended Sessions: While this display may be part of a departmental or the Sunday school display, make the visitor aware that your church does provide extended teaching time and worship for his children as he worships in the adult church. A Christian family may serve in this booth, thus providing information about all of the various areas which serve them.

Home: What ministries does your church provide for the home? The Family Altar Brochure (see order blank) is an attractive and informative item. If the church conducts a Family Night Program, make it known. A Christian family may serve in this booth, thus providing information about all of the various areas which serve them.

UFW and CFM: A vital part of the church's ministry, these two agencies should be included in the display. The International Office of each of these groups has materials available for use. Contact them.

The American Bible Society often will furnish an exhibit of Bibles in many foreign languages as well as newest translations in the English language and editions for special groups (servicemen, nurses, etc.). Free literature about American Bible Society Bible distribution is available too.

Allow space to display the **equipment and visuals** which are used in your Christian education departments. While many of these tools may be shown in the various booths—easels, split/35 filmstrips, etc.—it would be well to display all of the equipment again in this special place. Include demonstrations of the filmstrips, records, slides, charts, tape recorded classes, flipchart books, pop-up visuals—EVERYTHING.

Church Library: If the church has a library, ask the librarian to display some of the books. Categorize them according to age. A chart, showing the books which the church plans to buy in the future might encourage some to purchase one of these books for the library. A card for them to sign, which later can be affixed to the inside cover of the book, will give recognition of their gift. Perhaps some families have children's books which were used in past days, and which are still in good condition but not in use. This may be an opportunity for them to contribute these to the library.

Display some of the current Regal Books—paperbacks—and give those interested an opportunity to purchase these to build up their home or personal religious libraries.

Missionary Education: A booth, displaying the missionary materials which the church uses, offering free copies of the Foursquare World ADVANCE, showing maps of the various fields where the Foursquare missionaries

labor, and pictures of the missionaries, should be evidenced. The Cadet Crusader "visas", the current Sunday school visuals, and missionary filmstrips (show them) add color as well as information about the missionary education program of your Christian education department. If costumes from foreign lands are available, dress up the young people and have them staff the missionary booth.

To help make your displays attractive, the **Equipment Encyclopedia** (see literature order blank) contains a pattern for a simple-to-make cardboard easel upon which books and visuals may be displayed.

Literature

Obtain materials to be given away to all visitors present. Include

Church bulletin

Calendar of events for coming months

Pastor's card

Invitation to Sunday school and Crusader Hour

Balloon (imprinted; see order blank)

Sample of take-home papers for various ages

A small mimeographed brochure, listing the various Christian education ministries which your church participates in is a fine introduction to the church. Use items that will inform. Also, a number of items are available for you to order from Foursquare Publications. They include:

Tracts

"Who Should Attend A Foursquare Sunday School?"

"What the Foursquare Church Believes"

"What My Church Doesn't Do For Me"

"Who Said It?"

Booklets

"This We Believe"

"Introducing the Foursquare Gospel"

"Personal Testimony of Aimee Semple McPherson"

"We Believe in Divine Healing"

"We Believe in the Baptism With the Holy Spirit"

Other Items

*Visitation Kit (with brief description of church affiliation and doctrine)

*This Visitation Kit "Something for you from the Foursquare Church", may serve as a folder into which several of the items mentioned may be placed. When placed in its own plastic envelope (available free with Kits) it makes an attractive package for visitors.

Scripture Portion

Special NSSA edition of the Gospel of Mark

Foursquare World ADVANCE magazine

Chart of the Church's Ministries: Prepare a chart, which lists all of the church's different departments and ministries. Show how they tie together to provide a well-rounded program of Christian education for each age.

A chart showing the structure of the Foursquare Church, with the pastor as the head, the Church Council as the congregation's representatives working with the pastor, and the various departments diagrammed as they fit into that structure, is both informative and impressive. Show the visitor your church is structured to meet his needs.

Decorations

Fix-up and paint-up if you are going to display your church building to the community. Their first impressions are going to be lasting. The most humble facilities can be neat and clean.

Each teacher might be responsible to decorate his room. Lesson books as well as a visual aid scene may be all that is needed. If your teachers have their ATP Diplomas, see that these are framed and hanging in each room. Let your visitors know that your workers are concerned enough to train themselves for the important task of teaching the Word of God.

If the church feels it lacks adequate personnel to staff the booth, try the following:

1. Tape a few minutes of presentation for each display. Repeat the presentation on the tape several times. Allow a short space in between each presentation. This way, when the person has listened to the presentation, he may go to the next booth. Allow the tape to continue running for the next person to hear.
2. Arrange the displays so all of the departments that serve a certain age group are in one place. For example, for the junior age child there is the Sunday school, Cadet Crusaders, junior church, etc. Have one adult and one or more junior-age children at this display.

By far, the most effective means is the **personal** contact of the visitor with a church member — not a tape recorder — at each booth.

HOW CAN IT BE ADVERTISED?

The Christian Education Fair will only be truly successful if visitors are present. They can only attend if they know it is happening. This means advertising it.

Arrange the advertising into two categories.

Pre-Fair: Over a period of weeks before it happens submit several news articles to the local paper. Arrange attractive posters and pass out handbills announcing it. Explain in detail to the congregation what is happening, and ask them to spread it to their friends and neighbors. Paid advertisement (radio, newspapers, etc.) is advantageous.

Post-Fair: Immediately, submit another article to the local paper, with pictures. State the successes, the program, the pastor's evaluation, etc.

The best advertisement is still word of mouth. Get people talking about it. They will only become excited about it and talk about it if they know about it and understand it.

HOW CAN THE CHURCH FOLLOW-UP?

Plan for it!

Provide a guest book for all visitors to sign. Immediately after the Fair, send a personal letter, from the pastor, to each visitor. State that the church enjoyed having them visit and suggest that they may wish to make this their church home. (These letters might be partially prepared before the Fair, thus insuring that they are sent immediately following.)

Telephone **all** visitors. A friendly chat with them will make another impression upon them, letting them know of the welcome they will receive when they return.

As with all new contacts, sometimes it takes persistence and continual prayer to win them. But, it is worth it. There are souls in the balances.

Any visitors who showed special interest in the church should be immediately visited in their home. Take a Visitation Kit with you. The teachers, in whose classes any of the family members would be if they attended, should contact these families.

The value of the Christian Education Fair is not entirely to those outside the church. The impressions made upon the congregation, when the entire Christian education ministry is reviewed will be lasting.

Report the victories.

Rejoice together over what God allows your church to do in its community.

Resolve to "keep up the good work" until Jesus comes.

Recruit others into this ministry by letting them know something is happening—that the Savior is honored in all of the avenues of the church.

Promotion / Publicity

PUBLICIZE YOUR CONTEST

Contests can be a means of publicizing your church. They make people aware of the church and its ministry. The promotion given and the publicity extended can do much to acquaint the entire community with the program available to them and their families.

But, contests can fail simply because they are not publicized. Unless people know about the attendance drive, they cannot participate.

At times we neglect to inform and involve the regular members in the contest. We forget they are not informed because as leaders we have become saturated in the program. And because they are uninformed, they remain uninvolved. No one can become enthused about something they know nothing about. Publicity for an outreach effort must begin with the members. Inform them. Leave no question in their minds as to the purpose and plans for outreach. When definite plans have been laid, begin at once to inform and challenge all. Try these ideas.

Within the Church

Begin a whisper campaign. Have one person obviously whisper the news about the contest to someone else. This person should be instructed to whisper to still another person, until it has reached around the group. Use this method in smaller groups—perhaps classes or group meetings. Follow it with details and even printed information.

Success stories. Mount and post articles about contest results of other churches. (Get these from magazines, other church bulletins; begin saving them early.) Several weeks in advance of the planning meeting with teachers, post these articles on a bulletin board and ask each one to read the articles and sign his name to a sheet of paper at the bottom of the bulletin board. At the meeting, ask for comments from any about their reactions. Use this to introduce the contest plans.

Balloon announcement. Arrange to have as many balloons as you have contest points to explain. The announcer of the contest should break a balloon each time he wishes to make another point about the contest (one for dates, one for point procedure, one for each specific rule, etc.).



Class poster. Secure a picture of each class member (a snap shot will do). Make a poster of the class, using these pictures to be added. Caption it, "Watch Us Grow". Each time a new visitor comes, take his picture and add it to the poster. Try to fill up the poster before the contest ends. (Number of pictures might total goal of class.)

Strong string. The superintendent or teacher should introduce an imaginary character called "Strong String", by showing a large piece of sturdy twine and talking about "him". Affix a piece of strong twine to a letter, with the following message; and mail it the following week.

"Hello: Do you remember me? I told you that you would see me again. I am a strong string made up of many little strings. Do you know what? If you want your department to be strong like me, it must be made up of many, many people. That means no empty chairs next Sunday morning. Can I count on you to fill a chair?"

Your friend,
Strong String

Posters. Even clever posters lose their effectiveness after a period of time. But, posters also provide an ideal way to keep the contest before the congregation. Use them to maintain enthusiasm. Change them often. Have photos taken each week of the happenings and post them the following Sunday.

Have a poster contest before the drive begins. Offer an award for the winner, but use all of the suitable posters throughout the church.

Tell the good points. Build loyalty and enthusiasm by telling the good points about your Sunday school and church. Point out those things which regular members often take for granted. Tell about the good teachers, pleasant surroundings, friendliness, transportation, projects, program, etc. (Be sure each item you publicize is true.)

Give each member a photo of the church and Sunday school buildings, with people. Once you have them "sold on the church", start a campaign to acquaint anyone they might meet with the church. Have "Let-me-present-my church week", when everyone shows the pictures and tells about the church, including an invitation.

See the "Visitation Manual" for an idea to make a pictorial booklet about the church. Let your members sell the church.

Outside the Church

Invitations. Print an attractive invitation to the church. If these are undated, they can be used continually. Concentrate on certain groups of people; whole factories and their workers, business houses, offices, etc. When possible, ask to have these included in the pay envelopes. Make these available to all members, and urge them to use them.

See other paragraphs in this section for specific publicity ideas. Any items of publicity which bears your church's name represents you. Make it attractive. You won't have a second chance to make a first impression.

Radio. Have you tried it in your community? Spot announcements, interviews on community programs, church-sponsored programs. Advertise what is happening; such as, that leaflets or balloons are to be distributed and that those who return them to the church will receive an award.

Newspaper. Most papers will take news-worthy items. Give them something to say. Make the write-up attractive, with names, pictures and specific, unique features. If ads are run, put them on other than the church page. For example, in the want ads, run an item such as "Wanted, people all ages to attend Sunday school at the Foursquare Church (address)..." Or throughout the paper, "Call (church number) between (hours) for information about the most important decision you may ever make". (Be sure someone is at the phone between the designated hours, with a clear answer.)

Handbills. Make them attractive; they represent your church. Put them on cars at the market parking lot, pass them out on the street. Have your youth wash the windshields of cars sitting on the street and then leave a handbill which says, "Your windshield has been washed by the youth of the Foursquare Church (address). We invite you to see your way clear to visit our church, (service times)..."

Parade. Everyone still loves a parade. If possible, enter a float in the local parade, even though it may be several months before the contest drive. Or, have members walk along the parade route with "gospel bombs", (cellophane wrapped tracts and invitations), and throw them into the crowds. These might include a redeemable "ticket" which, when returned to the church merits an award.

Telephone. Start a "Telephone-the-Town" campaign. Take pages from the phone book and assign a page to caller. Instruct them how to call, what to say, and how to invite them to Christ and to the church. Set aside a week to call everyone in town.

Use the "Televisitation" method also.

Telegrams. "Gospelgrams" or "Mars-o-grams" (space contest), whatever you call them, are stimulating. Have them delivered by church members the Saturday preceding the contest Sunday. They might be singing telegrams, too. Contact every absentee and prospect.

Signs. In windows, on side of buildings, on cars, billboards, in taxicab ad space, bumper and window stickers, posters. Write—to be read.

Letters. Sponsor a "Postcard Crusade", when each member is asked to personally write a friend, telling him about the contest. Ask for accountability to determine the number of cards or letters sent.

Candy kisses. Throw hands full of these into crowds of children from cars. Include a "ticket" to be returned to the church and a tract. Some might include a mystery number for a prize.

Doorknob hangers. Print a ticket on the hanger with six dates (or the number of Sundays of the contest) on it. If the ticket is brought to the church for any particular Sunday, or if it is punched all six Sundays, an award could be given. Advertise the special features of the Sunday school on the other side of the hanger.

Novel ideas. The possibilities are unlimited. From an airplane throw "flying saucers" (paper plates) with invitation to Sunday school on it. Walk up to a group of children playing in the street and scatter a handful of pennies on the pavement among them. Quickly a crowd will gather and when the mad scramble for the pennies has ebbed, candy and balloons can be distributed. A serious talk about the Sunday school and an invitation to it can follow. Staple bubble gum or candy to an invitation to Sunday school or a "ticket". Distribute them to children. Dress up some "Kiddy Kops" and have them stand on Saturday morning on a busy street corner with a sign, telling about the Sunday school. Others might give each driver a written invitation as he stops at the sign of light. Some churches have given away a "jalopy" to the teen who brings the most to Sunday school. Park the jalopy near the high school, with a sign on it.

Pre-Session



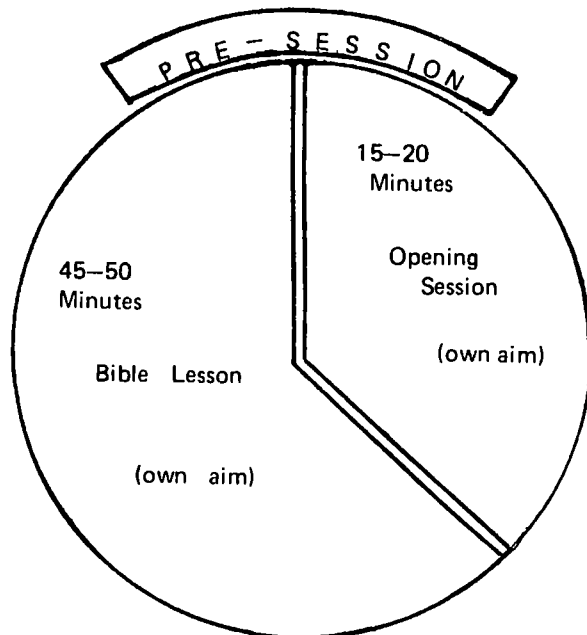
Pre-session is the time between when the first pupil arrives and when the official Sunday school hour begins. This is a vital time, and worthwhile activities can and should be planned for pupils who arrive early.

Pre-session activities may take many forms. These activities should have purpose and provide some learning features. They may be memory games, Bible quizzes, books-of-the-Bible learning activities, missionary education, stewardship projects or other like involvement activities. In the youth and adult departments, an emphasis on fellowship may be most meaningful.

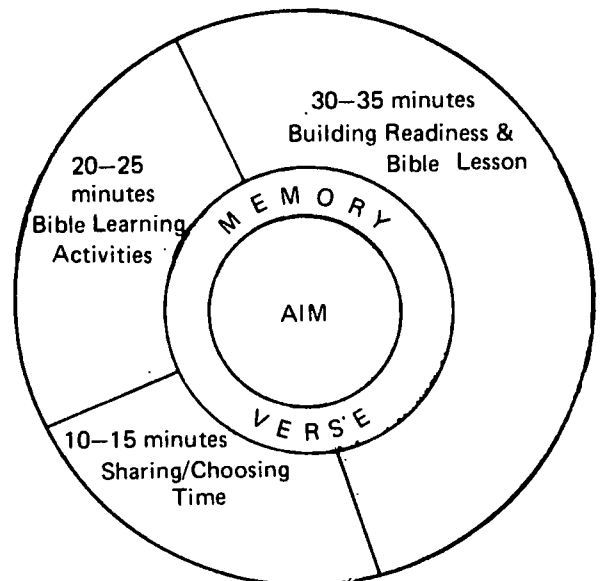
In the school which institutes the total-session teaching plan, the pre-session may take the form of building learning readiness—activities which correlate with the lesson that is to follow and which build interest and attention to prepare the pupils to receive the lesson truth. In this schedule the opening assembly is eliminated. The pupils go directly to their classes when they arrive. The teacher uses the additional time in the class to fellowship with the pupils and to build a learning readiness as the lesson is opened. From the moment the pupil arrives in the Sunday school he is directed into a learning activity which prepares and directs his thinking upon the single theme that will continue throughout the Sunday school session. The entire time is spent in teaching one thing.

Schools which have a departmental opening assembly may use other learning activities which do not correlate with the morning program.

TRADITIONAL SCHEDULING*



TOTAL-SESSION (HOUR) TEACHING*



*See the Foursquare Blue Book for a detailed explanation.

MISSIONARY EDUCATION

Encourage continual prayer and giving for missions through use of prayer reminders. Pupils can make prayer reminder strips. These strips can be made a size that will fit around a juice can. It can serve as a missions bank and reminder at the same time.

Other reminder items can also be made, such as book-marks, bulletin board pin-ups, posters, etc.

Reminders can read as follows:

Names of missionaries

Countries where Foursquare missionaries are laboring

Fields yet to be reached

Missions methods:

- Relief Action
- Native Evangelism
- Literature Thrust
- Mass Evangelism
- Youth Challenge
- Bible Institutes
- Radio Advance
- Pioneer Crusades
- Linguistics
- Child Evangelism
- Academic Training

BIBLE MEMORY

MEMORIZING WITH CHARLIE BROWN

Pre-session time can be used to memorize scriptures and to recite them to the teacher or memory chairman.

To promote motivation and interest in the children's memorization program a recognition system can be instituted.

Work out a simple point system for memorizing verses and scripture portions. The recognition will be to advance from one Peanuts character to the next. Begin as a Snoopy and with the required number of points become Linus and so on. Add as many characters as desired. The goal is to become Charlie Brown. Those who attain Charlie Brown and want to continue can be recognized as Super-Charlie Brown.

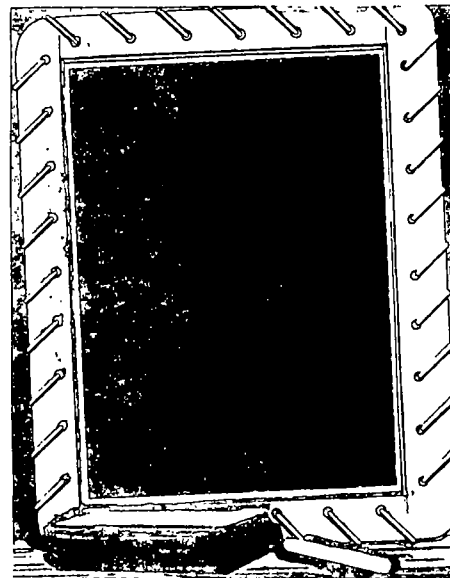
A "Memorizing with Charlie Brown" chart can be kept to record the progress of each participant.

Various pins, posters, and other peanuts promotion materials are available at card and variety stores.

Scriptures can be learned from the Sunday school lessons, Cupbearer and Cadet programs, and topics of need and interest.

MAGNETIZED MEMORY VERSES

Print or type Bible verses on file-size cards. Attach a paper clip to each card, and toss them with the blank sides up into a large box. Next, attach a string about three feet long to a small magnet. Give each pupil a turn with the magnet close to the paper clip. As soon as he draws the card out of the box he reads the Scripture verse aloud once, then hands the card to the teacher and tries to repeat the verse from memory. If he succeeds, he gets another turn at drawing a card from the box. His turn continues until he misses. He then passes the magnet to the next player.



THE ERASER GAME

Print the verse(s) on the chalkboard in advance. Read the verse(s) aloud together.

One pupil uses the eraser to remove all the small words in the verse(s), such as "and," "the," and "a." Recite aloud again.

Another pupil erases some of the remaining words. Recite aloud again.

Continue in this manner until most of the words are gone. Then the teacher erases all of the words, leaving only the numbers, commas, and periods.

The verse(s) are recited again. If more work needs to be done for everyone to completely memorize the portion, start placing words back on the chalkboard so that the verse comes into view.



FELLOWSHIP

GET ACQUAINTED TIME

Adults need a time to share and experience Christian fellowship. Visitors who attend class for the first time can be introduced to class members and to the teacher. They should be made welcome during this informal "get acquainted" time. Any announcements of coming events which are of interest to the class can be made at this time. Coffee can be served.

Teens need fellowship, too. It may give the teacher a chance to talk with various members to discover their progress during the week, etc. He may introduce a topic of conversation that will lead into the lesson aim for the morning.

Children love and respect their teachers and are anxious to know them. This time can be spent in conversation with individual children. Children can serve as helpers to the teacher—performing simple but necessary tasks.

During this time, on each level, personal counseling can take place and an opportunity for personal, private prayer is afforded.

STEWARDSHIP

STEWARDSHIP TRAINING*

As young children arrive they can immediately place

their offerings in an appropriate receptacle. Later, brief teaching can be given regarding giving their "love gifts" so that the church can continue to tell boys and girls, young people, and men and women about Jesus. A dedication prayer for the gifts can follow this simple instruction each week.

Older children can be taught the principles of tithing and giving offerings during this time. Scriptures can be memorized which emphasize these principles. Object lessons and/or games can involve the children to illustrate what is meant by the "tenth".

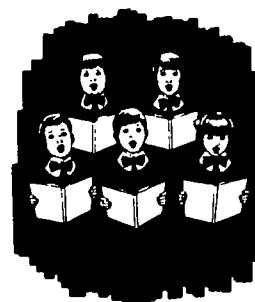
For example, place ten pennies on a table and explain that one of the pennies belongs to God. Place ten one-dollar bills on the table and explain that one belongs to God, etc. Juniors can figure out a tenth of other amounts.

Young people need to establish a tithing system for themselves. Encourage discussion of this.

In addition, they need to understand that stewardship involves more than money, but is in fact a giving of their entire lives. Administer a simple personality test. Let each rate himself. Then together discuss how God could best use that particular type of personality for His own purposes.

Occasionally use the pre-session time to stimulate adults to take seriously the Sunday school offering. At the end of a quarter, show the expenses of the entire Sunday school (literature, supplies, etc.). Also show the total giving for each class for that quarter. Let this serve as a reminder to the adults that their support is needed in order to continue the Christian education of the children, youth and adults of their church.

*See the Stewardship section for more ideas to be developed.



MUSIC

For pupils who are especially interested in music, some extra time can be spent during pre-session.

A listening post can be set-up which will provide recordings for listening enjoyment.

Individuals who would benefit from individual musical instruction can be taught their choir parts. More rehearsal time can be used.

Those with musical talent can be given instruction to prepare for special music (vocal or instrumental) to be presented during the children's worship time.

The learning of new songs and choruses as a means of enjoyment and to praise the Lord can take place during this time as well.



LEARNING CENTERS

Early Childhood Pre-Session Learning Centers

"Ready or not, here I come." The stated time schedule means nothing to the young child. He is ready the moment he steps into the room. The room (and teacher) must be ready for early arrivers. Learning centers should be set up with various activities from which the children will choose.

The following learning activities should be considered:*

Block Building

God's Wonders

Books and Puzzles

Home Living

Music/Listening post

Art

*Instructions about materials, procedures, and teaching opportunities are listed in "Ways to Help Them Learn" early childhood; part III.

PROGRAMMED LEARNING

Programmed, or independent learning can take place in the children's and youth departments. As pupils arrive they can go to various areas where they can become involved in projects and assignments.

These activities and projects can take many forms depending upon the learning aim.

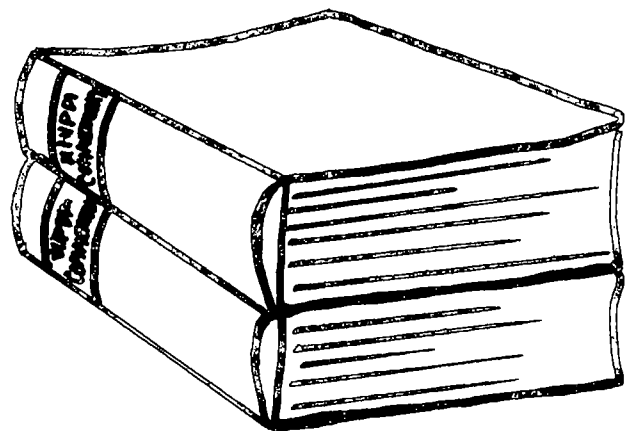
(1) Written instructions can guide the pupil to the reading of the Bible portion for the lesson. Related portions can be studied and report made to the class during the lesson time.

(2) Other books can be used to gain information, such as, concordances, Bible dictionaries, commentaries, etc.

(3) Worksheets &/or workbooks can be used to involve the pupil with the materials that he researches.

(4) Quizzes and reviews at the end of a unit or quarter will furnish a "memory-jog" for the pupil.

(5) Instructions and directions recorded on a cassette can add interest to the programmed learning time during pre-session.





MISSIONARY EDUCATION

What is missionary education? It is the part of Christian education which strives to create within the pupil a feeling of personal concern and responsibility to the point of his becoming personally involved in the Great Commission of Christ. The purpose of the church is missions, for the church does not merely exist as a place for self-centered social and spiritual activities. The church must take the message of salvation to every lost soul in the world--at home and abroad.

The youngest child in the Sunday school can and should begin learning about the mission of the church and the mission fields of the world. The goal of Foursquare missions programming is to provide materials and to suggest methods whereby the local church leadership may relate the message of missions at all levels.

Responses to the missionary education program must be more than emotional. A pupil must see his response as obedience to God, compassion for the lost and the realization that men without Christ are lost souls. These responses will manifest themselves in prayer, giving and dedication to service. Such motivation or response will come as a result of a solid foundation of missionary education.

TEACHING MISSIONS

The program of missionary education in a Foursquare Church should have definite goals:

1. To present the need for every man, woman and child to accept Christ as Savior.
2. To introduce the people of the world as individuals who can find life in Christ, not only as people whose habits and customs differ from ours.
3. To acquaint the people with the means and methods of missionary work and with the missionary himself—how he works; where he serves, and the results of his ministry.
4. To motivate the people to become involved in the Foursquare missions program.

How might these goals be accomplished? Review the following guidelines:

1. Present missions honestly. Provide a good basis upon which to build. Relate the victories and the continuing challenges.
2. Explain the work of a missionary. Tell why he goes to the field,---not because of his pity for people, but because the love of Christ motivates him.
3. Illustrate how the gospel changes individuals and cultures. Use the missionary reports to do this.
4. Show the results of prayer for missionaries.
5. Provide missionary materials which may be read by the pupils. Include biographies, true missionary stories, and information about people and their cultures.

AVENUES OF MISSIONARY EDUCATION

Throughout the Foursquare Church, many opportunities are provided to teach missions. Materials are available and continue to reach the church as aids in this teaching program.

The most effective programs of missionary education are those which are correlated to guide the pupils into a comprehensive study of one area of missionary work, rather than presenting only bits and pieces of many areas. This is not to say that the study should be limited to one country or one phase of mission work over an extended period of time. Rather, it implies concentration on a particular area and viewing it from several vantage points.

Foursquare missions material reach the local church through the following media:

- Sunday school – annual programs, centered on a designated theme, teaching about the Foursquare missionary and his work.
- Crusader hour – Varies with each group.
 - Candlelighters – study of what a missionary is and does
 - Cupbearers – study of the Foursquare missionary himself as a child or a child from the country where the missionary serves.
 - Cadets – study of the history of Foursquare missions, country by country
 - CY's – study of Bible basis for missions with a challenge for a personal commitment to serve, pray and give
 - Adults – study of the country, missionary methods and the Foursquare missionary himself
- UFW – personal involvement with missions through prayer, with ministry to the physical needs of the missionary.
- CFM – Literature printing and distribution
- Church – monthly news releases to the pastor, relating current missions happenings
- ADVANCE – monthly magazine which includes facts about Foursquare missions in its many phases and its missionaries, with current happenings on each field.

CORRELATED MISSIONS EDUCATION

We can see that the sources of Foursquare missionary information are many. How can the church arrange these materials to provide a comprehensive study of Foursquare missions?

1. Examine the phases of the local church's program which provide time for missions education. What are these departments?

- Sunday school (including pre-session)
- Crusader hour
- Worship services (adult church, extended sessions, children's churches)
- UFW/CFM meetings

Each area should teach missions. While materials are provided for this, the challenge of the church is to arrange these materials so as to produce a comprehensive program which allows for variety and in-depth learning.

2. Using the Sunday school materials as a basic guide, choose the country to be studied for the month. Review the other areas (Crusader hour, etc.) to find the lessons which are also about this country. Arrange the materials so a pattern can be followed.

The pupil is allowed a study about the same country for 4 weeks but with a different emphasis each week. In this way, the pupil has a chance to become familiar with the country, its people, the missionaries, and the work of the missionary.

If this plan is followed, it will mean that the Crusader Hour materials will not be followed in sequence as they were originally produced. Because of the different emphasis throughout the various programs, it may mean that, while some countries may not be reviewed each year, in the consistent programming each Foursquare mission field will be studied and the pupil will be allowed the opportunity to become more familiar with the total world missions picture. The outline may be similar to the following.

WEEK	DEPARTMENT	PROGRAM
4th	*Pre-session	Make a bulletin board or scrapbook about the country to be studied.
1st	Crusader Hour	Use the prepared materials about this country.
2nd	Sunday School	In the opening worship, use the missions programming for this country.

*If the Sunday school does not have a pre-session activity, a worship time for the 4th Sunday may introduce this country.

Who is responsible for the missionary education program in the church? Working with the pastor, this responsibility may fall to the Christian education director or Sunday school superintendent. Some have found that a Missionary Coordinator can effectively minister in this area. This person should have access to all of the available materials and work with the departmental leaders to bring about a coordinated program.

The leader should keep a schedule on which the program is charted. The missionary program extends over a three-year period--the period of time in which the church may adequately cover all of the Foursquare mission fields. The chart should be simple, merely listing the country, when it was studied, and the materials used each week. A simple filing system may contain all of the missions materials which are produced annually, thus building a backlog of stories, missionary facts and other pertinent information about Foursquare mission fields.

This plan also permits the entire family to be studying the same country at the same time. In the home, conversation and prayer can be built around this study as the different family members share their knowledge about this field. The ADVANCE magazine, mailed directly to the home, takes on added meaning as well.

Such a plan requires planning ahead, and coordination with each department leader. However, the results will be realized now and in the years ahead.

MISSIONARY PRE-SESSION ACTIVITIES

Pre-session is the time between when the first pupil arrives and the official opening of the Sunday school hour. Children need a directed activity during this time. It also provides for added teaching. During this time, usually 10 or 15 minutes, the leader can direct the child toward missions.

The following activities may be used on Sunday School Missionary Sunday. These should be selected in keeping with the missionary material for that particular morning. One activity may require several weeks to complete. In such instances, this activity may be used for just the Missionary Sunday or it may continue on the consecutive Sundays as well until completed.

1. Missionary Books. Either an adult may read the book to the children, an older child may read to smaller children or the children can read for themselves. Make available books about other countries, and especially missionary stories and biographies.
2. Bulletin Boards. Arrange to have a poster or bulletin board for each month. Prepare it the week before Missionary Sunday. Poster board or colorful construction paper will provide a good background.

Secure pictures from the ADVANCE magazines, photos of the missionaries from the Foreign Missions Department, and pictures and articles from secular magazines. Mount these on colored construction paper and place on the board. Identify each picture.

Include statistics about the country (Foursquare missions facts) and something unique about the people (research library and encyclopedias). Write a short phrase or sentence in the language of the country. Frame the board to depict the country. For example, for oriental countries, frame the board with pieces of bamboo (from shade) or use bamboo matting (place mats) for background.



Additional ideas might be:

Children of the World. Place a picture of Christ in the center. Around this, put pictures of children from as many nations as possible, each in his native costume. If dolls are available, use them to make it colorful.

MK's are Missionary's Kids. From the ADVANCE, secure pictures of these children and their families. Write information about each and identify them. Tell how life in the different countries varies. MK's (Missionary's Kids) are OK's (Ordinary kids). Pray for them.

3. Make a Book. Make a scrapbook for the studies. Use one page for each country. Paste pictures of the missionaries and their work. Write a short story about the country and include as many missionary facts as possible. After the missionary story is told each month, put it in the book.
4. Native Village. In a sandtable or on a table top make a native village: Chenille-wire stick men and women dressed in native costume—buildings made of cardboard with mirrors for lakes—sand and/or green paper, finely cut, make ground and grass. These things make an ideal "village".
5. Choir. Learn a song in a foreign language. Practice during pre-session and sing it for the opening worship time.
6. Map Study. School-age children and adults might be interested in the study of the spread of the Gospel into the different areas.
 - a. Secure or make a map of the country to be studied. The Handcraft Encyclopedia contains a simple recipe for making a Relief Map.
 - b. Pinpoint the major cities of the country.
 - c. Designate cities and areas where the Foursquare Gospel has spread. (Use colors or make tiny Foursquare flags to place in these areas.)
 - d. Designate areas where the Foursquare Gospel has not yet penetrated. Point out the need for further personnel and funds to get the Gospel into these areas. (These could be definite prayer requests.)
7. Missionary Promise Box — Prepare a box of small cards (1" X 3"). Write on each card the name of one Foursquare missionary and the country where he now serves. Make a poster of this scripture verse and place it behind the box:

"Ask of me, and I shall give thee the heathen for thine inheritance, and the uttermost parts of the earth for thy possessions." Psalm 2:8

As the pupils enter their assembly room, ask each one to select one of the cards and pray especially for that missionary during the pre-session period. You can create an atmosphere that will

be conducive to prayer with a background of missionary songs played by a pianist, record player or tape.

8. Missionary Grab Bag. Have the students write the names of each missionary and the country in which he serves. Place these names in a "prayer bag". Give each student an opportunity to reach into the bag to select a specific missionary to pray for. In this way, make the pupils a part of the church's prayer group. Suggest times when they should pray for their missionary (at mealtime, before going to bed, etc.). Suggest that they put the name in their Bible as a book-mark, or at home in a place where they will see it often.
9. Scrapbook: Make a scrapbook. From the Foursquare World ADVANCE, add pictures of the Foursquare missionaries each month. Add recipes of dishes from the countries studied or recipes which contain foods most common in individual countries. You may wish to display or picture these foods or make the recipes available to mothers of the children. They may copy them during the pre-session.
10. Flags: Make flags of the countries, adding one each month. Make one for each student to take home and one to be used with the scene for the story.

Activities for Specific Countries. In keeping with the country being studied, consider making one or more of the following.

Jungle mission church

African elephants

Chinese lanterns

Japanese fishing nets

New Guinea arrows

Mexican sombreros

So. American monkeys

See the Pattern Encyclopedia* for instructions for making these.

*Order from Foursquare Publications





STORYTELLING

The way the missionary story is portrayed can either inspire or repel missionary enthusiasm.

1. Do not read it. Read it over several times. Select 2 or 3 vital parts and tell them. Do not be afraid to shorten the story if time does not permit a lengthy presentation. Keep in mind the purposes of the program to inspire, inform and instruct.
2. Put it in the language of the age group. Some of the wording of the stories will need to be explained to the very young. Missions vocabulary seems difficult to the small child.

Use interesting animals from the country involved. Imitate sounds the animals make. At the end of the story, gave the pupils a chance to make the sound and demonstrate what the animal does. Lead them in marveling at all of the wonderful variety and adaptability God gives to His creatures. Begin now to offset the evolutionary suppositions about changes in the species. Show how everything fits together. Have a closing period of rejoicing that missionaries have been able to go to other lands to tell people about God's Son Who loves them.

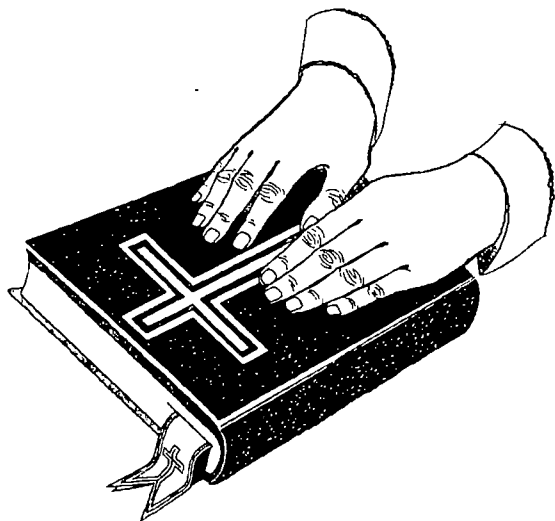
3. Use Visuals. Never talk down to youth. Visuals add action and interest to the story---when presented on the proper age level, of course.
4. True Stories. Emphasize true stories from the mission field. Foursquare missionary happenings are the result of faithful prayers and giving at home.
5. Vary the Method. Involve the pupils through dramas, role play, discussion, telling the story, etc.
 - a. Read it as a letter from a missionary. This can be recorded or read "live" by someone who is dressed and seated in a setting appropriate to the country from which the letter comes. A mailbox might be set up and the letter posted or taken from it.
 - b. Take a "Pretend" Trip. This is good with children.

Issue "tickets" and "visas" to all, and embark to the country which is featured for the month.

- c. Tape an "interview". Tape an interview with a missionary.
- d. Flash Card Stories or flannelgraph visuals.
- e. Panel Discussions for youth & adult departments.
- f. Research and Report. Allow 10 minutes for the pupils to review materials which have been made available about the country to be studied, its people and the Foursquare mission work. Assign a certain portion for each group to research. Groups need not have more than 2 or 3 students. Select 2 or 3 pupils to report the finds to the total group.

6. Chalkboard illustrations. Illustrate the story through the chalk or flannel board. Names of people or places, statistics, as well as diagrams of the story's action add interest.
7. Pantomime. Dramatize the story. Have the actors dress in native costume. Song pantomines are appropriate also.
8. Newspaper Headlines. Make a "newspaper" from which the story (or stories) of Foursquare missions can be read. Design a newsstand with colorful "magazines" which feature Foursquare missions. Someone might "browse" through the magazines, then read or tell of the "articles" about Foursquare missions.
9. Assign Book Reviews. Primaries through adults can give brief reviews of missionary books from the church library. Several students might dramatize a scene from a book.
10. Use Missionary Anecdotes when possible. Think of ways to inject frequent brief data concerning missions.
11. Bulletin Board — Begin with a few simple pictures and talk about them. From week to week add pictures or objects which tell more about life in the country or about the missionary. Pictures of how they live and travel, what they eat, etc. are of interest.
12. Role of the Family. Pre-school children are familiar with families. Demonstrate the role of each member of the missionary family—what he can do to tell of Jesus, how their life differs from his, games the children might play, their friends, pets, home, church, etc.
13. Issue a "passport" to each class member and check the countries to be visited in it each month.
14. Let those who can speak a foreign language, read the scripture, pray, etc. in that language.
15. Missions Food-a-Rama. Plan a food-a-rama to co-ordinate with the missionary field of study for

the particular week or month. During the week, invite the pupils to a dinner or dessert which includes the food of that particular country. Example: Mexico, chili and Mexican dessert; Far East, chop suey.



PRAYER

When you Pray for Missionaries. An unknown missionary once sent these suggestions from the field to his home church to tell his friends how to pray for him and his family.

1. It is not always necessary that you ask God to give us good health. The important thing is that He give us the measure of health that will best glorify Him.
2. We do not want you to pray that God will give us an easy path on the mission field and remove obstacles, but rather that He will give us strength and grace to overcome for Him.
3. It is not so important that you pray that God should bless our activities as that He should direct our activities, for it is easy for time and energy to be spent on second-best things.
4. Do not pray for us as though we automatically lived on a higher plane. It is possible to do missionary work simply in the energy of the flesh. Pray that the love of Christ may constrain us in all that we do.

Any of the following may serve as introductions or reminders of prayer for missions.

1. Prayer Reminders: Type or write the names of Foursquare missionary families around the world. Give one missionary unit to each family, asking them to pray for this particular missionary that month. In a larger church, several people will be praying for the same missionary.
2. List specific needs of missionaries and have your Sunday school pray for them. (These needs are often listed in current mailings.)

3. Patterns of Prayer. Do not always use the same pattern of prayer. Permit variety.

- a. Sentence Prayers. Ask (ahead of time) several persons to lead in prayer very briefly about specific things which touch the particular mission field that month.
- b. Prayer Partners. The Scripture says "if 2 or 3 shall agree..." In praying, ask 2 or 3 persons to join together in behalf of the missionary. They could join hands in a circle and as they are led in prayer, they can agree on certain specifics.
- c. Choose a different class or department each month to select a member to lead in prayer in behalf of the missionary program.

4. Missionary Prayer League. Prepare a prayer list monthly. Give this list to any who will promise to pray daily for the missionary needs listed.

5. Missionary Prayer Bag. Make a mission grab bag and place in it names of missionaries, needs of the field, or names of nationals. Allow any who will commit themselves to pray daily for the missionaries to select a name from the Prayer Bag.

6. Quote: They Say...

Dick Hills, director, Overseas Crusades, Inc.: "It is not necessary to ask the Lord to send young people into engineering, education, medicine or any other secular field. These occupations fit the natural propensities of human nature and hence men do not need to be prayed into them. Not so with those who labor in the harvest. This is God's work, and the workers must be prayed into it."

7. Poem Prayer: (child's)

I whisper in my bedtime prayer,
 "God, keep all children in Thy care---
 The brown skinned boy where'er he be,
 the yellow children across the sea,
 The fur-clad brother of the snows,
 the black child who through the jungle goes."
 At my prayer time I softly say,
 For children near or faraway,
 Black or yellow or brown or fair,
 "God keep us all in Thy loving care."

(author unknown)

METHODS TO STIMULATE MISSIONARY GIVING

"Give according to your income, lest God make your income according to your giving."

(Peter Marshall, late Chaplain of the United States Senate)

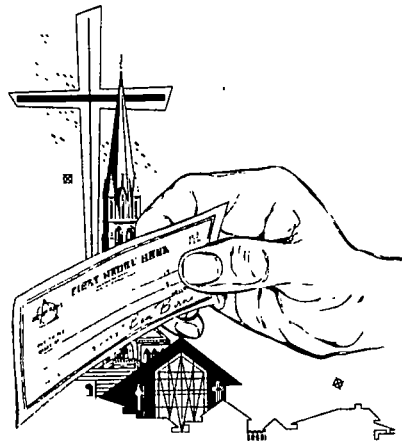
Use variety when receiving missionary offerings, but, always receive them with dignity.

Each missionary offering might be received in different containers, and in different ways.

1. **Map.** Secure a large map of the world (or of a certain continent or country if that area is featured). Back it with cardboard. Ask each person to come forward, bringing his offering to be placed (taped or glued) on the map. Endeavor to cover the entire country or continent with the missionary money.
2. **Adhesive tape strips.** Get 2 rolls of 1-inch adhesive tape. Unroll the tape and hang it up at either side of the platform, adhesive side out. Divide the congregation into teams, and see which is able to get the most footage in dimes (nickels or quarters) for missions. Each coin should touch the preceding one. Decorate the tape with colorful pictures indicative of the mission field--sombreros, kangaroos, etc.
3. **National Color.** Vary these according to the country featured.
 - Mexico — sombreros, basketware, earthenware, colorful serapes.
 - Japan — collie hats, lanterns. Cut them out of wallpaper, double in thickness, and paste it around a small jar or box. Or, cut a single pattern and paste over a large manila envelope. Color the top and base black and outline the sides in black. Use metal wire (heavy enough to hold its shape) for the handle.
 - Tropics — coconut shell plate. Cut a coconut in half and clean out each half. Secure a forked twig (about 14-18 inches long). Place the coconut half in the fork of the twig and wire or tie it securely. If the twig is long enough, it can reach down the row without leaving the usher's hand.
 - Australia— kangaroo tails. Secure 2 pictures of kangaroos--the larger, the better. Affix masking tape to the tail of each kangaroo and see which team can make the longest tail on its kangaroo by sticking money on the tape.
 - China — rice bowls.
4. **Thermometer.** Establish a goal for the year and indicate the monthly goals on the thermometer. Color in the gauge as the money is received.
5. **Banks.** Large juice cans, sturdy boxes and similar containers which are decorated to indicate missions add color. Letter the theme on the container. Each teacher or department superintendent might make a bank for his class or department.

Banks may be used for the pupils to take home also. Smaller boxes or cans work well. Paper nut cups, when decorated with missionary artifacts or pictures, can be set on the table and missions giving can become a family project.

Children of the world can be featured by decorating 4 tin cans--paint or cover--with the colors of the 4 different races, red, yellow, black, white. Prepare one container of each color. If there are mixed races in your Sunday school, use the appropriate persons to receive each offering.
6. **Seasonal.** Decorate the offering reciprocal according to the season.
 - October** — Halloween. Either cut orange paper pumpkins to be adhered to offering containers or actually hollow out pumpkins and carve faces on them. These faces may be made to represent the different races.
 - November** — Thanksgiving. Trace and cut from paper a large turkey without a tail. Cut the tail feathers, individually, as many as there are classes in your school or in one department. On each tail feather, write the name of one class and its missionary goal for the month. Display the turkey, without the tail, several weeks before Missionary Sunday. If the class makes its goal, pin the tail feather on. If all the classes make their goals, turn the feathers around to show the words, "Praise God" which have



been lettered on the back of the feathers. Real feathers may be used if they are available.

*Provide a turkey pattern for each class, with the class' goal written on it. Using the theme, "Fatten the Turkey", see which class can have the greatest increase in missionary giving for this month.

*Prepare a pilgrim missionary tag, on which the words "Let us give thanks..give to missions" are lettered. Glue an offering envelope to the back of this. (Pilgrim pattern can be simple with black hat and tie, white buckle and collar.)

December — Christmas. The "Christmas Sock for Souls" theme can be carried out by preparing simple cloth or paper stockings (like Christmas stockings) for each person in the Sunday School. A dime a day for the month prior to Missionary Sunday will mean \$3.00 for Jesus on His birthday.

*Prepare a large birthday cake (either real or cardboard). Frost it and affix one white candle in the center. Letter, "Happy Birthday, Jesus". Conduct a missionary march when each one brings his missionary offering and sticks it into the frosting of the cake. Currency gifts may be laid beside the cake. Dedicate this offering after it is received.

For a large school, prepare a cake for each department. Small individual "cakes" might be sent home the month prior as a reminder.

January — Wintertime. Out of lightweight, white cardboard, make a "happy snowman". Add black dots for nose, eyes, mouth, and place a colored hat on his head. The size will be determined by the number of persons participating. On Missionary Sunday, invite each one to affix his missionary money to the snowman, covering him completely. Or give each person a snowman to take home, cover and to return.

February — Valentines. Secure a valentine heart box (or as many as needed) and cut a slot at the top. Letter the front of the box, "With love for Jesus". As each pupil enters, have him place his love gift in a box.

March — Springtime. Secure 2 large kites. Fasten them high enough in the assembly room for a long tail to be added. Divide the groups into two teams, and allow them to compete to make their kite tail the longest. Change all coin money into dollar bills and attach the bills with clothes pins at the end of the kite.

This competition might begin before Missionary Sunday and climax with a final offering.

April — Easter. Prepare small crosses, the width of a dime (or quarter). Give one to each pupil, requesting that he cover it with the appropriate coin and bring it back on Missionary Sunday. Affix these crosses to a larger cross and endeavor to cover it completely. Different colored crosses might designate different classes or departments.

Use "Easterbells" to denote the missionary offering. Secure two bells, one a very small bell with a tinkling sound, the other as large as possible. Conduct a missionary march, when each person places his offering on a Bible. When a coin under a dollar is placed on the Bible, ring the small bell. When an amount larger than a dollar is given, ring the large bell. If \$5.00 is given, ring it 5 times.

June — Graduation. Prepare mortarboards from black paper. Instead of a paper tassle, make it silver ---with coins for missions.

July — Independence and Dominion Day. Using a mailing or paper tubing, decorate a firecracker. Put a slot at the top for the offering to drop through. Prepare one for each class and encourage them to fill it with money.

September — Back to School. Make a "book" by using a flatbox. For the title on the front, use current missionary theme. Cut out letters and paste them onto the cover. Cut a slot near the top for missionary money to be placed in.

7. Weigh In and Pay Up. Using ordinary family scales, have each person who enters weigh in and pay according to his weight---so much per pound. For those who do not wish to be weighed, suggest that their missionary offering might be at least \$1.00.

Plan to have at least one scale for every 25 persons. Advertise this well in advance. Amount per pound might vary with the classes, with the smaller children paying less.

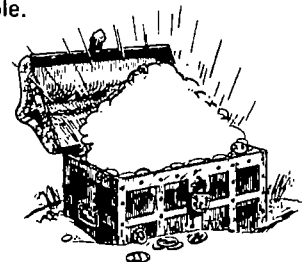
Secure two baby scales, or any scale on which to weigh coins. Designate one for each team and see which can "tip the scale."

8. Measure up. Place a tape measure in the offering plate. Attach the following poem to the tape

"Use this tape your waist to measure
Five cents per inch will be the treasure.
We'll send it all to our mission field
The reapers then will a harvest yield."

Measure the foot of each person and multiply by 10--- a dime for each inch his foot is.

Mimeograph foot-long rulers on cardboard, or 20 lb. weight paper and paste on cardboard. Cut a slit at each inch mark. Pass these to the congregation with encouragement for each to collect at least a foot of dimes. Some will put dollars or quarters in these. Each class will collect the rulers and tape them together to extend the footage as far around the room as possible.



"How Tall Are You" is another means for receiving missions money. Pass out the following poem which is glued to an envelope the week before Missionary Sunday. Invite each pupil to put his offering in the envelope and return it the next week.

"For every inch you are high
Give a (dime) to help us try
To reach the lost where they be
In this land or across the sea."

9. Beautiful feet. Built around the scripture, Isaiah 52:7, secure an old shoe for each class, the size shoe which the members of that class might wear. Paint each one gold or silver. Use these to receive the missionary offering in.
10. World Globe. Make a large world globe. Put a face on the front of it--eyes, nose, and leave area blank where the mouth will go. Prepare two mouths, one smiling and lettered "Victory"; the other down at the corners and lettered, "We didn't make it". Write the goal for the month near the top of the globe. If the goal is made, use the smiling face.
11. Treasure Bags. Prepare cloth treasure bags of scraps of material and with a draw string through the top. These may be round or oblong in shape. On each bag staple this poem:

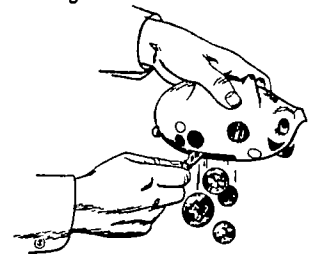
"I'm a missions treasure bag,
When I'm empty, than I sag;
Coins will fill me to the brim,
And your class will surely win."

Gender competition between classes for each to fill their treasure bag with missionary money.

12. Calendar Count Down. Ask each person to begin pasting coins on the dates of his calendar from a designated date until Missionary Sunday. Then he is to tear off the page and bring it to church. (Works well for December, building up Christmas.) If necessary, give each person (family) a current page from the calendar.

Using a calendar, urge your enrollment to "Cover the Calendar to Cover the Earth!" Place a coin on every day.

13. Missionary Treasure Tree. Select a nicely-shaped tree branch and peel off the bark. Apply a coat of paint to the branch and fasten branch in a can with clay or plaster of Paris. Paint the can or cover it with paper. Hang small paper cups on the tree with ribbon and write a pupil's name on each cup. Encourage the pupils to bring their missionary offering and place it in the cups. Empty the cups into offering basket and dedicate it to the Lord.
14. Missions March. Have one pupil represent each class and present the missionary offering each month. If costumes are available, dress each pupil to represent a different country.
15. The Missionary Skunk is given to the class which has the lowest missionary offering.



MISSIONARY PROJECTS

Often a missionary project can stimulate new interest and bring an added dimension to missionary education. Consider projects similar to the following. Some of them may take more than one Sunday, and may serve as continual missions thrusts. Others may be repeated periodically.

MISSIONARY INFORMATION BUREAU

The MIB resembles a radio news report, with each commentator reporting the facts from "his own mission field". The bureau may consist of youth or adults. For the greatest effect, parts should be memorized rather than read. Interviews may be included as well.

The following example may serve as a guide.

Welcome to MIB, the Missionary Information Bureau. This is provided as a public service to inform our Sunday school about Foursquare World Missions. Today we want to tell you about the different places where our missionaries labor, and some of the different methods they use to tell people about the Lord Jesus Christ.

Usually when people think of missions, they think of the jungle. We do have many missionaries in primitive areas of the world. One of these jungle missions is in the interior of Bolivia among the Siriono savages. These people are regarded as one of the most uncivilized people in the world. Jack Anderson is serving the Lord there, and at the Foursquare mission, a constant effort is made to go out into the jungles and bring in the lost.

Another example of our many jungle works in the great missionary venture which is in progress is in the land of New Guinea. This land was first opened to the Foursquare Gospel in 1956. To date, hundreds of cannibals in the interior have been won to the Lord Jesus Christ.

Information for such a "broadcast" may be secured from the ADVANCE magazine, and may cover the countries which are being studied and/or those which are most prominent in the missionary picture for that month.

The MIB may be repeated 2 or 3 times throughout the year.

MISSIONARY WEDDING

Send out wedding invitations to all the Sunday school enrollment including prospects and visitors.

Wedding Personnel:

Bride	—	Miss Ann Ary (Missionary)
Groom	—	Mr. World Missions
Father	—	Finances
Maid of Honor	—	Evangelism
Bridesmaids	—	Teaching
	—	Training
Best Man	—	The Heathen
Ushers	—	Foreign Field
	—	Home Field

Each member of the wedding party should wear identifying banners and be appropriately attired.

MINISTER: Friends, we are gathered together here in the sight of God, for the furtherance of World Missions. Into this calling these two persons come now to be joined. This calling is not to be entered into unadvisedly or lightly, but reverently, discreetly, advisedly, and in the fear of God. World Missions, wilt thou have this missionary to be thy minister of the Gospel? Wilt thou heed her message of salvation and forsaking all false doctrines, cleave only unto the truth?

GROOM: I will.

MINISTER: Foursquare Missionary, wilt thou have World Missions to be thy life's work? Wilt thou teach the way of salvation and everlasting life till God calls you home?

BRIDE: I will.

MINISTER: Who makes it possible for this Missionary to go forth in the work of her calling

BRIDE'S

FATHER: I do.

MINISTER: World Missions, repeat this after me. I, World Missions, take thee Foursquare Missionary to be my means of getting the gospel of salvation to my people who are in sin and darkness.

Foursquare Missionary, will you repeat this after me? I, Foursquare Missionary, take thee World Missions to be my life's work. I will do my best to serve the field to which I am sent, preaching salvation, the Baptism in the Holy Spirit, Divine Healing and the Second Coming of the Lord.

World Missions, please repeat the following:

With this band I thee accept as my missionary, proclaiming the Foursquare message, Jesus only Saviour, Baptizer, Healer, and Jesus the Coming King.

(Prepare a Foursquare arm band to be placed on the missionary)

Forasmuch as World Missions and Foursquare Missionary have consented before God and this company, to work together, I pronounce them united for service that they may have life everlasting. "Go ye into all the world and preach the Gospel to every creature." Amen.

Friends, a reception will be held in honor of World Missions and Foursquare Missionary. It is to be called a MISSIONARY FAIR. All guests are invited to be present. In establishing a home together, the couple has need of EVERYTHING and will appreciate all gifts. (Gifts to be an offering)

MISSIONARY FAIR

1. Assignments: Assign a missionary country to each class in the Sunday School. Assign countries in which we have Foursquare missionaries.
2. Displays: Each class will be responsible to develop a missionary display in its classroom which depicts the country assigned. In preparing the displays, consider the following ideas:
 - (a) Visit oriental shops for decoration ideas.
 - (b) Secure travel brochures and maps from travel agencies. These provide color and authenticity of the featured country. Use as many foreign and world maps as possible.
 - (c) The public library is an excellent place to go for background information. The librarian will be very happy to offer her services in finding the right resource materials. Explain your project. She may be happy to "lend" certain valuable materials from foreign lands.
 - (d) Secure as many missionary artifacts as possible. Stores and public institutions are usually willing to loan these articles when the purpose is explained.
 - (e) Prepare posters depicting the missionary country.
 - (f) If possible, secure pictures of Foursquare missionaries serving in the country and feature them prominently in the display.
 - (g) Children and youth will enjoy making give-away items which in some way represent the featured country. The item should include some reminder of the Foursquare missionary endeavor in that country.
3. "Eatables": For light refreshments that will be thoroughly enjoyable, have each class prepare one "eatable" to be given to all visitors visiting their display.

Examples:

Brazil	— Coffee
China	— Chinese fortune cookies (scriptures can be put in these by special request)
Mexico	— Corn chips
Philippines	— Cake or cookies made from their sugar
Africa	— Peanuts
Central America	— Fruit cup

4. Program

- (a) 7—8 P.M. During this period invite everyone to visit all displays. Give a ballot to each person. The vote will be dropped in the voting box at the conclusion of the tour. Ask them to vote on booths on the following basis:
 - (1) Completeness of display
 - (2) Correct factual information concerning country and missionaries. (Secure from Foursquare Foreign Missions Department.)
 - (3) Arrangement and neatness

Throughout the display area, play records which will create a missionary atmosphere. Short filmstrips may be shown of Foursquare missionaries. (Secure from Foursquare Foreign Missions Department.)
- (b) 8—9 P.M. Ask everyone to gather in the main church sanctuary. Secure a Foursquare missionary motion picture. Ask an available missionary to speak during this portion of the fair. A good missionary play could be produced also. Conclude the hour with an appeal from the pastor for a missionary offering.
- (c) 9—9:30 P.M. The U.F.W. may provide a booth for the display of articles made by the group for world missions. The U.F.W. ladies may also act as "guides" for the Fair.

To add variety to the program, give each person attending the fair a 4-stop ticket, a program describing the evening's events and a quiz.

The first ticket is to be used to spend a one half-hour visit at the booths, during which time each will find the answer to his quiz. Collect the quizzes.

The second ticket is used to visit a country via filmstrip or slides. Three choices might be offered--juniors, youth and adults. (Foursquare filmstrips have missionary insights, children's style and can be selected for this particular group.)

Ticket number three is to be spent eating two kinds of food from each country (peanuts from Ethiopia, fried bananas from the Philippines, scalloped Indian style corn from India, coffee from Brazil, etc.).

Ticket number four should bring everyone to the auditorium to receive his corrected quiz. Those with the highest scores might receive a missionary map, photos or other appropriate awards. Use this time also for an appropriate closing--a missions drama, challenge or motion picture.

PROJECTS FOR INFORMATION AND EDUCATION

1. Missionary Museum. From time to time the church or its members may receive interesting objects from other countries. Letters and stamps from foreign lands are often available. These are eventually discarded, depending upon their value and a place to keep them. Use these to begin your Missionary Museum.

Designate a place (preferably a glassed-in case) for these. Label each and put them on display. Add to this display from time to time.

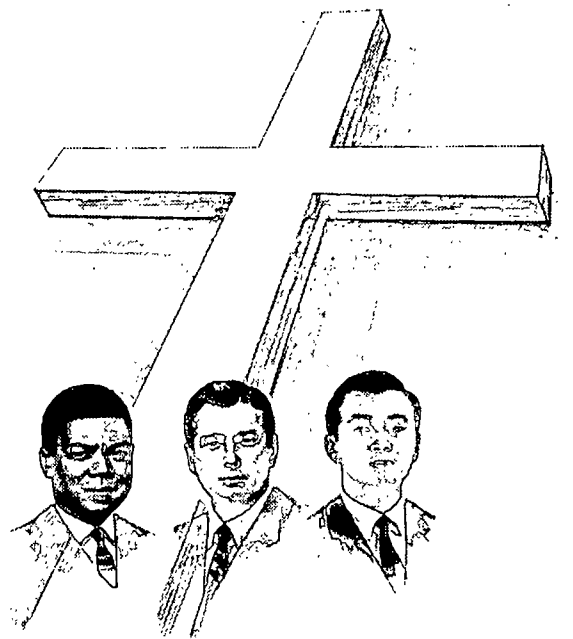
2. Library with missionary section. Concentrate on collecting books about missions and missionary stories to build this section of the church library. These may be biographies, fiction or historical. Feature a "book of the month" and give a short review of it.

3. Costume Chest and Curio Case. Collect any items which might depict a phase of life in a different country. Label each and put it in an old suitcase or trunk. Prepare an index and list items as they are added to the collection. Include costumes, any artifacts, jewelry, etc. Perhaps the women of the church can aid by making appropriate costumes of the different countries.

4. Collections. Help boys and girls begin collecting pictures, stamps, coins, and other foreign items. Use these to promote interest in a foreign country and its people.

5. Contests. Departmentally, sponsor missionary poster and essay contests. Posters may be planned to show why Christians should give to, pray for and become missionaries. Essay subjects may be, "Why I believe God wants me to be a missionary," "Effective ways missionaries reach people with the gospel". "Why every Christian should be concerned about missions."

Award first, second and third place ribbons to each grade in the department. First place winners might receive a small gift from a foreign country.



6. Recipe Book. Collect recipes from foreign countries. Mimeograph them and sell them, with the proceeds going to Foursquare missions.

MISSIONS VISUAL

Allow each class to make its own missionary flag. They should choose their own colors, design and name to put on it. Guide them by giving a specific size.

When the class makes its goal, it is permitted to join the missionary march and present its flag in the front of the auditorium. Make the "flying of the colors" the rallying point on Missionary Sunday.

Prepare a simple flag stand in which the flags can be placed. Permit the flags to fly the entire Sunday it is presented. Remove it until the next month after that week.

RESOURCES

BOOKS

- "Give Me My Own God," Aimee Semple McPherson, Foursquare Bookshop
"Story of the World's Religions," Frank S. Dobbins
"Run While the Sun is Hot", W. Harold Fuller; (missionary travelog)
"Reconciliation in a Broken World," Mission Study, 1969-70; Friendship Press
*Missionary Stories for Pre-schoolers (Primaries, Juniors and Youth), Gospel Light. A series of 4 missionary story books.

MAGAZINES

- *Teach, Summer/1968, Missions Education edition, Foursquare Publications
Foursquare World ADVANCE, Annual Special Missions Edition, Foursquare Publications

BULLETINS

- *Missions Education in a Changing World, Gospel Light Publications (TB21). A bulletin regarding public school curriculum as it pertains to missions.

FLAGS

- United Nations, New York, Set of flags, with sticks. One for each country of the United Nations. \$2.00.

FIGURES AND CUT-OUTS

- *"Around the World" missionary packet, Gospel Light. Pictures children of foreign lands.
"Children of Other Lands", Ann Marie's workshop, 6044-48 Savondale Ave., Chicago, Illinois 60631. 12 x 20 world, to be cut out with title, "Children of Other Lands". Includes 17 children (to be cut out), each of which is about 10" high, and dressed in authentic costume. Complete set, \$3.00.
Geographic sets of people, Henry Steward, Inc., 249 Bowen Rd. East Aurora, New York, Ask for information about junior geographic work sets of people and customs of the world. Included are cut outs of people, dress, dwellings, impliments, pets, wild animals, plants, etc.

SLIDES AND FILMSTRIPS

- Foursquare Foreign Missions Department filmstrips and slide sets of stories regarding Foursquare missionaries. Contact District Office.

STORY RECORDS

- *Missionary Story Records, Ethel Barrett, Gospel Light, (for children and youth). Available with or without Split/35 filmstrip.

PARTIES, RECIPES

- Children's Games from Many Lands, N. Miller, Friendship Press.
Party and banquet decorations, Wright Studio, 5264 Brookville Rd., Indianapolis, Ind. 46219. Write for free catalog.

*Order from Foursquare Publications.

POEMS

1. THE PLIGHT OF THE HEATHEN

Gods of wood and gods of stone
Gods of mud and gods of bone,
Gods on roads and gods in hills,
Gods in fields and water rills,
Gods of orange, red, and blue,
Gods of very hideous hue,
Gods to right and gods to left,
Gods of sense bereft;
Deaf to hear a mother's cries
Pleading for the one who dies;
Blind to see the cares, the grief,
Endless gods, but no relief.

2. WHY?

Why did God make my skin white
And Sammy's darkest brown
And there's a boy with yellow skin
Who lives across our town.

God made us very different,
Our hair, our skin, our height.
Yet there is one thing that He made
In each of us alike.

The hearts down deep inside us,
They all were made by Him;
And what He wants from each of us
Is to clean this heart from sin.

Whether yellow, white, or brown,
He's made them all just right.
If we invite Him in our hearts
He'll wash them snowy white.

3. WORLD CALL

I planned an ultra-modern home...
but a Korean citizen whispered, "I have no home at all!"
I dreamed of a country place for the pleasure of my children...
but an exiled lad kept saying, "I have no country!"
I decided on a new cupboard right now...
but a child of China cried out, "I have no cup!"
I started to purchase a new kind of washing machine...
but a Polish woman said softly, "I have nothing to wash!"
I wanted a quick freezing unit for storing quantities of food...
but across the waters came the cry, "I have no food!"
I ordered a new car for the pleasure of my loved ones...
but a war orphan sobbed, "I have no loved ones!"
I planned a stained glass window above the choir stalls...
but a Mexican pastor murmured softly, "My church has no walls!"

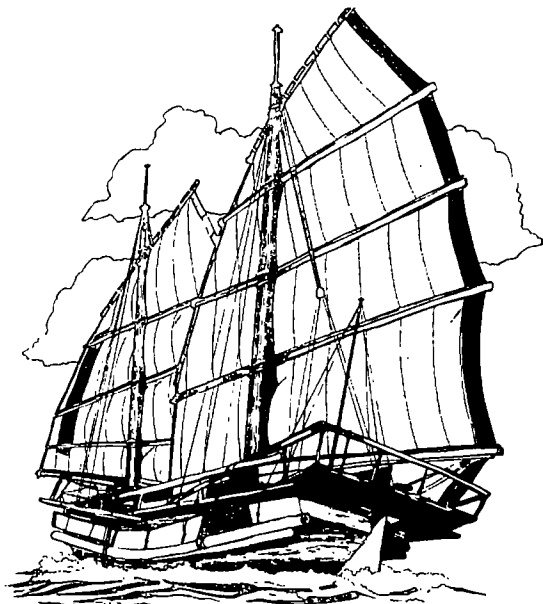
Mayme Gardner Miller

4. MY CHUM

He stood at the crossroads all alone
with the sunrise in his face;
He had no fear for the path unknown,
He was set for a manly race.
But the road stretched east,
And the road stretched west;
There was no one to tell which way was the best;
So my chum turned wrong and went down, down, down,
Till he lost the race and the victor's crown,
And fell at last in an ugly snare,
Because no one stood at the crossroads there.

Another chum on another day
At the selfsame crossroads stood
He paused a moment to choose the way
That would lead to the greater good.
And the road stretched east,
And the road stretched west;
But I was there to show him the best;
So my chum turned right and went on
Till he won the race and the victor's crown
And came at last to the mansions fair,
Because I stood at the crossroads there.

Since then I have raised a daily prayer,
That I be kept faithfully standing there,
To warn the runners as they come,
And save my own or another's chum.



MUSIC

Many of the missionary hymns are found in the Foursquare Hymnal. Select one of these to use for several months. Letter the words on a posterboard and teach it to the group.

Listed below are several visualized songs already available. In addition the leader may picture his own songs and present them in this visualized manner. Select songs which are "singable" and concentrate on a few, rather than trying to teach too many.

VISUALIZED SONGS

- *"We've a Story to Tell to the Nations"
- *"Jesus Loves Me"
- *"How Great Thou Art"



MISSIONARY VERSIONS of Familiar Tunes

1. (Tune: "Battle Hymn of the Republic")

"From Alaska to Nebraska, From New York to Mexico,
From Samoa to Balboa, From Iraq to Idaho:
From Savannah to Havana, From Quebec to Timbuktu,
We must win all the people of the World.

Chorus:

We must win them all to Jesus,
We must win them all to Jesus,
We must win them all to Jesus,
We must win all the people of the World."

2. (Tune: "Around the World in 80 Days")

Around the world Christ said, "Go ye,"
To heathen lands, with reaching hands,
For help from you and me.
Their idol worship is in vain
O hear the call that comes to all
Or know that we're to blame.

God's riches we will go and share
This blessed peace of sins release
And joy beyond compare,
We'll gladly go
Around the world to show
That our Christ lives, he loves, he cares.

3. (Tune: "I'm so Glad Jesus Lived Me")

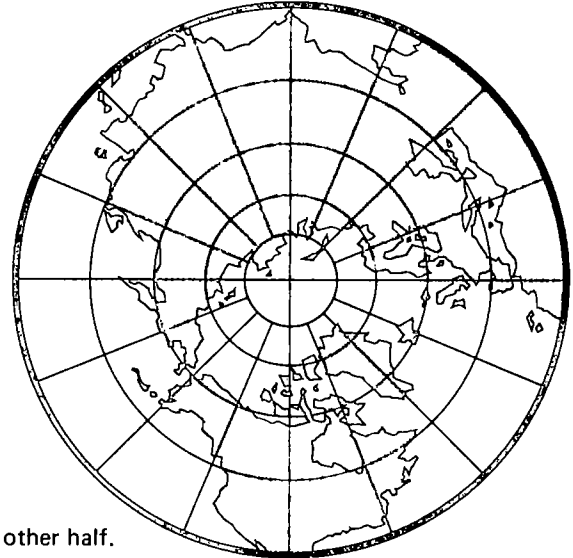
Soy, feliz, Christo me salvo
Soy, feliz, Christo me salvo
Soy, feliz, Christo me salvo
Cantan, gloria, halleluja
Christo me salvo.

4. Missionary Mother's Day.

"M" is for the millions who are dying.
"O" means that they're out across the sea.
"T" is for the time that fast is flying.
"H" is for the harvest that must be.
"E" reminds us everyone needs Jesus
"R" is for redemption freely given.
So this Mother's Day we'll sing of Jesus
The Name that leads the world to heaven

5. A Missionary's Helper

I'm a missionary's helper
Praying ev'ry day
I'm a missionary's helper,
My dollars go God's way
Winning precious souls to Jesus
My heart is all a-glow
I'm a missionary's helper,
Pray and give and go.



MISSIONARY FACTS

“IF THE WORLD WERE 1000 PEOPLE THERE WOULD BE:”

60 Americans. . .and 940 representing the rest of the world.

The Americans would possess half of the income, the 940 dividing the other half.

330 would be called Christians--670 would not. Fewer than 100 would be Protestant...about 230 Roman Catholic.

At least 80 would be practicing Communists . . . 370 more under Communist domination.

303 would be white . . . 697 non-white.

500 would never have heard of Jesus Christ . . . more than 500 would be hearing about Karl Marx, Lenin, and Stalin.

The Americans would have a life expectancy of 70 years . . . the remainder less than 40 years on the average.

The Americans would have 15 times as many possessions per person as the rest of the world combined.

The Americans would be rich and well-fed . . . the other 940 would be hungry most of the time.

QUIZ

FACT OR FICTION? Can you spot a “whopper” when you see one? Score 2 points for each correct answer. 14 or more correct answers means you know your facts.

	Fact	Fiction
(1) The Apostle Paul was a missionary to the country we call Turkey.	()	()
(2) About 3000 people were saved when Paul preached at Pentecost	()	()
(3) David Livingstone, famous missionary explorer, discovered King Tut’s Tomb.	()	()
(4) Hudson Taylor, founder of the China Inland Missions, was the first missionary to China.	()	()
(5) Dr. Paul Carlson, Medical missionary, was killed by rebels in Uganda.	()	()
(6) David Brainerd was a missionary to the North American Indians.	()	()
(7) William Carey, “the father of modern missions”, was a cobbler before he went to India.	()	()
(8) David Livingstone’s heart was buried in Africa, but his body was buried in Westminster Abbey.	()	()
(9) Most of the people in the Arab world are Buddhists.	()	()
(10) The religion of Islam was started before Christ was born.	()	()

ANSWERS: 1. fact. Maybe you know it better as Asia Minor. 2. Since when did Paul preach at Pentecost? See Acts 2:14. 3. Nope. Howard Carter and the Earl of Carnarvon found it in 1922. 4. Wrong again. Taylor went to China in 1853. Missions go back to 1800. 5. Not Uganda—Congo. 6. Fact. 7. Another fact. 8. Still another fact. 9. Muslims, not Buddhists. 10. Fiction. Muhammed, founder of Islam, was not born until about 570 A.D.

ILLUSTRATIONS

SEVEN CHALLENGES

1. Why should anyone hear the Gospel twice before everyone has heard it once?
2. When Jesus left the earth, He charged the Church with just one task---evangelize the world.
3. The mission of the church is missions.
4. You cannot even spell gospel without spelling GO.
5. You must, as a Christian, go as a missionary or send a substitute in your place
6. The church that gives is the church that lives.
7. Only this generation can reach this generation.

MILES APART IN THE SAME HOME

"When I'm big, I'll find me a hide-out in the mountains and rob the rich guys," said Jim. Before his shocked mother could answer, his brother Bill said, "Not me, I'm going to be a medical missionary in Africa."

The next day their mother was telling her neighbor about it. "Can you imagine that?" she exclaimed. "In the same home and with the same training".

But was it the same home and the same training? Jim read comic books about the Mountain Ridge bandits, and just now they were his heroes. Bill loved the books in the jungle doctor series, which show the blessing a Christian doctor brought to the people in Africa.

"The same home"---Jim on the sofa and Bill in the chair, yet they were in two different worlds with their books and their thinking. They were 5,000 miles apart, with different heroes, different ideals and growing into different personalities.

Does it make a difference what children read? Yes. Even one book or one issue of a magazine can change a life. Multiply that by all the hours people spend reading, and you have a tremendous influence. (Christian Life)

QUOTABLE

Nate Saint, MAF jungle pilot: "Have you noticed that when a man finds the will of the Lord for his life, there always seems to be an evident relationship between the talents or gifts or preparation the Lord has given him and the job the Lord has called him to do?"

"The more we know, the more we care, the more we care, the more we want to share." (Unknown)

SUPERSTITIONS

So. Africa - Zulus

The Zulus are a warlike, tribal people of South Africa. Their homes are in the rolling hills that border some of South Africa's largest cities. Their crude homes are made of thatched roofs and mud-smeared floors. Civilization has had little influence upon the lives of these people.

In the past, a local river was believed to have been used as the burial place of the dead. The body was thrown into the swiftly rolling river and into the keeping power of the "Water Spirit" which they believe lived there. However, with the coming of the missionary, this practice has been abandoned.

In spite of this fact, the veil of superstition still persists. The women who pass across the river still refuse to lift their long skirts; the men refuse to drink the water because of the memory of their dead ancestors.

India

To kill a cow is one of the worst sins in India because all Indians consider the cow their 'Holy Mother'. They want her to be present when they die so they can hold her tail. For this reason, cows are often kept in the house so they will be handy. Many Indians feel that if they support a cow, they will receive special blessings. For this reason, many buy a very poor cow and take her to a cow hospital where she may receive care. A sacred cow in India is often considered of more value than a little girl.



SUMMER PRE TIME



The Schlump is a common Sunday school pest. While they may appear at any time, they are especially active during the summer months. They are found in an atmosphere of high absenteeism and low attendances. Sometimes they have infected whole Sunday schools and have wiped out the total positive attitude to cause doubting leadership.

Any schlump is a bad one, but summer schlumps are the worst of all. Everyone wants to know how to get rid of them, or, better still, to prevent them from coming in. Many would pay great sums to immunize their Sunday school against the onslaught of these seasonal pests.

If you see a summer schlump coming toward you...

- double the prayer efforts
- increase the promotion
- check personal attitudes
- view summer imaginatively
- call leadership for a "plan-a-rama"



Help schtamp out schlumps this schummer.

Yes, often when June nears leadership begins to accept the attitude of defeat and discouragement. Summertime takes dynamic leadership and creative thinking. When temperature mount interest sometimes slumps. This summer determine to double the effort and use these months in imaginative ways.

Remind members that the commandment does not read, "Remember the sabbath day to keep it holy, except in summer."

PLAN-A-RAMA

Draw together a special group of leaders from the Sunday school—not necessarily the usual planning council, but persons who might have imagination about what the Sunday school can do for the summer.

Before the committee meets, gather as many ideas as possible which might stretch the thinking of the group. Many ideas are found in this Idea Book. As much as is possible, make these materials available for the scrutiny of the group.

Allow them to brainstorm—present any positive idea which may come to them, no matter how "far out" it may seem. List these on the chalkboard. Divide the group into small units—2 or 3 to a unit—and assign cer-

tain ideas to each unit. Ask them to think about the possibilities for expanding these ideas into workable plans for the Sunday school this summer. From this meeting take ideas to be presented to the Sunday school executive and developed fully for use in the summer.

PROJECT 13

For the 13 weeks of the summer encourage faithful attendance through a Project 13 Honor Roll.

At the beginning of summer, place the names of all Sunday school enrollees on an Honor Roll. Allow only two absences before their name is crossed off. If they bring a signed statement from a Sunday school they visited while on vacation or out of the city, accept this as if they had attended your school.

At the end of summer, give special recognition to all on the Honor Roll. Issue each a Certificate of Award (available from Foursquare Publications). In addition, give public recognition and perhaps a special invitation to a social gathering—dinner in their honor, picnic, etc.

VACATION KITS

Make a vacation kit for each individual or family who will vacation this summer. Place in it tracts, daily devotional reading outlines, information about your church, postcards for them to send in their absence. For children include a "fun pack" with Bible stories and games for them to use and share.

Challenge each vacationer to share his faith during his vacation time.

SUNDAY SCHOOL PICNIC

Set up an old-fashioned carnival. Make booths to contain different attractions—ring toss, water balloons, etc.

Plan for contests such as baking, pie eating, sack races.

Schedule sports for the afternoon, including horseshoes, baseball and volleyball. Consider others if facilities lend themselves to these.

Supervise old-time games for the children. Allow them to participate in the booth activities, too.

Older adults will enjoy games of chess, checkers, dominoes, Chinese checkers. Have a tournament.

Add to the Sunday school missionary offering by selling old fashioned punch or apple cider, popcorn, home-made ice cream, fudge, cookies and other goodies.

An old fashioned bar-b-que and potluck will be a highlight, followed by a barbershop quartet and gospel sing.

Conclude with a short devotion—perhaps lead by a young person.

SUNDAY SCHOOL GARDENS

Secure a few feet of yard to use as a garden plot, or use a window box outside the Sunday school room.

Invite children to plant and take care of the garden for the summer. Point out the miracle of growth. If it rains they will say, "God sent it to make our garden grow." Give thanks for the food which of course you will eat and share with others.

Depending upon the size of the plot, include radishes, lettuce, peas, tomatoes, a few stalks of corn, and other such foods. Plan the garden so all things do not mature at the same time.

SUMMER INVITATIONS

Allow each child to decorate a mimeographed letter that will go to his parents. In this letter mention the beauties of the summer season just ahead and the opportunities presented for both parents and children to marvel at God's loving handiwork.

Outline briefly the summer day activities. Point out that the summer days are long and that after Sunday school and church there remain many sun-filled hours—made more meaningful because they have taken time first to meet with God.

Request that parents let you know when the child will be on vacation. Provide a "Sunday-surprise" pack for each Sunday they are to be absent. In the packet place a copy of the take-home paper to be read to them the week they are absent.

SUMMER TOGETHERS

Once each month have some informal "together" time for Sunday school members. Depending upon the age of the pupils (or it could be for the total Sunday school) plan the activities to interest all. Older persons might enjoy a bus ride to the park for a picnic, or an outing at the church. Pre-schoolers can have a walk or picnic at a nearby park, or in the backyard of one of the pupils.

For total Sunday school (and church) activities, consider monthly potluck picnics or bar-b-ques.

FLAG DAY

The Sunday nearest Flag Day (June) provide a special presentation of the national and Christian flags. Prepare brief comments as to what the flag stands for and the Christian's responsibility to his flag and his country.

EVERY-MEMBER-PRESENT DAY

Promote an "Every-Member-Present Day" monthly throughout the summer. Stress perfect attendance on those days. Use this as a basis for a "peppy" program.

FAMILY DAYS

Use every member of the family on some day throughout the summer. They may fill all offices in the Sunday school—father, mother, each child, aunt, uncle, grandparent, visitor. All should have a chance to show what they can do.

Only mothers will be involved on their day; fathers on theirs, and so on. This will provide a variety of programs.

Assign each specific day to one individual. Challenge them to have as many different persons take part as possible.

PALESTINE STUDY SUMMER

While all cannot take a trip to Palestine during the summer, all can participate in an interesting study of this country.

On a window shade, make an outlined map of the country. Each week fill in an area and "visit" that place. The following week any small picture or object that relates to this can be brought and placed on that spot.

Include the use of the Travel-Strips to enhance the study and show actual pictures of the places studied.

Save the map for future studies.



SUMMER THEME SONG

To the tune, "Everybody Ought to Know" sing the following words which should express the Sunday school's aims and goals for the summer.

Save the summer for the Savior
You can always bank on Him,
Save the summer for the Savior
Show your love for Him.

Save the summer for the Savior
Lay up treasures in the sky,
Save the summer for the Savior
Prepared to live on high.

On the cross He died for sinners
And His blood makes white as snow;
Loving, living, coming Savior,
He's the One you ought to know.

Save the summer for the Savior
You can always bank on Him;
Save the summer for the Savior,
And you'll be sure to win.

VACATION MAP

Keep track of all vacationing members by putting their names and destinations on a small flag and placing it on a large map of the United States and on the week before the vacationer leaves, let him place his flag on the map. Encourage him to send a card to the class while away and place these on the display center near the map.

SUMMER SLUMP DUMMY

A life-size dummy can be made and named "Mr. Summer Slump". The class with the lowest percentage gain or largest percentage of absentees must have the dummy sit with them the next week.

BALLOON RACE

Purchase several hundred balloons. Fill them with gas and go to the streets. Give every child you meet a balloon and an invitation to Sunday school. Frequent parks and local spots where vacationers can be found.

Offer an award for any balloon which floats away, when it is returned to the church. An ad in the newspaper which explains the outreach will be good advertising for the church.

REACH THE STRANGER

Plan to capture out-of-town visitors for the Sunday school this year.

- + Place eye-catching signs or bulletin boards along the highway.
- + Include announcements in daily papers. Make special plans for this during the vacation season.
- + Seek permission to include your church announcement in hotel lobby listings.
- + Ask permission to place attractive invitations in tourist camps and motor courts.
- + Place posters in neighborhood stores. Make this first impression of your church a positive one— you will never have another chance to make a first impression.
- + Enlist teens to give out tracts and invitations on Saturday nights in nearby parks.
- + Send adults out on Sunday morning during the class hour to discover children on the streets who obviously are not in Sunday school. Many churches close their doors in summer.
- + Take Sunday school classes outdoors to parks, or camping areas. Invite those who are stopping there to attend.
- + Secure permission to send several teams (of 2) to nearby motels and restaurants just before the Sunday school hour to approach guests, offering to take them (or their children), or guide them if they wish, to drive to your Sunday school.
- + Have a bank concert on the church lawn or parking lot 30 minutes before Sunday school begins.

- + Engage teens in park storytime activities—Bible lessons, crafts, puppetry.
- + Hold services in the park. Have a picnic lunch together following the service on Sunday morning. Hold week-night picnics in different neighborhoods to which others in that particular area are invited—thus providing fellowship with other church members and allowing a touch with any who may not be attending. Invite other churches to participate to invite fellowship with members of other churches.
- + Select an “Outreach Director” to seek ways and means for the church to reach out to others during the summer. Involve collegians who are home for the summer in these projects, and their planning.
- + Conduct a number of satellite VBS in various sections of the city, the country, or neighboring communities. After conducting the VBS in your church use the same visuals, etc. and repeat it several times. Weekend or day camps in parks or playgrounds, backyards and patios or family-to-family are variations of the same.
- + Hold a summer revival. Plan some of it for outside.

KEEP THE MEMBERS COMING

- + Plan a “Good Ole’ Summertime Day” and give an award to the individual, couple and family that best portrays old-fashioned days.
- + Have a “Goat Creepers” contest. The teacher of the class with the least increase or percentage of enrollment present has to take a live goat home and keep it for a week.
- + Church-wide recreation programs can be a weekly activity. Provide something for each member of the family.
- + Outings for those persons (or families) who have had faithful attendance for an entire month encourage perfect attendance.
- + If many choir members will be out of town, organize smaller groups. Utilize individual musicians and enlist and train Sunday school children to participate in the musical portions of all services.
- + Conduct a poll within the Sunday school to discover which activities the majority would prefer for the summer. Then give it to them.
- + Capitalize upon summer by using the out of doors for many activities. Have opening worship outside, with a different department meeting outside each week.

Conduct a nature tour for smaller children to illus-

trate God’s creation and his love for us.

Conduct Sunday school classes outside. The class attaining its attendance goal could be selected for the honor.

- + Use audio-visuals to bring variety. Plan a Christian film festival.
- + Summer camps and retreats put uplift into summer.
- + Pit the “Roadrunners” against “People Movers” in a rousing contest.

PARTNERS IN GROWTH

Designate each week for honoring a particular “Partner” or group of “Partners”. Solicit the support of all members to support these persons with their attendance each week. Such partners to be honored are:

Pastors—invite him to greet each department.

Superintendents—Declare the departmental superintendent whose department had the greatest increase in attendance and who made the most personal calls that week as the “Superintendent of the Day”.

Teachers—“Teacher of the Day” award declared on basis of class attendance and personal calls made.

Families—Stress the importance of the family—its influence in the church, school, community and in the individual lives of its members.

Members and Friends—Stage a “This is Your Life” for a faithful member. Advertise a “Homecoming” theme for the day.

Members Away—Contact service personnel, collegians, shut-ins, and those away from the area who are members, but unable to attend. Solicite greetings from them. Honor the memory of those who have died this past year, too.

Implement an “I like my teacher (superintendent, pastor, etc.) because...” challenge one week. Allow all students to participate. Read key responses and give all responses to the person about whom they were written.





Miscellaneous

TEACHER RECOGNITION

Recognition of the faithfulness of Sunday school workers is important. Throughout the year special note should be taken of an individual's participation or growth and some type of recognition given. This may be done in several ways—appreciation banquets as the year ends, "Teacher of the Month" programs, public or private commendation or notes of appreciation.

The ideas which follow have been used by various Sunday schools with great success.

AN APPLE FOR THE TEACHER

An incentive program can also be a recognition program.

Every teacher likes to get an apple occasionally. And when each gets the apple—a red one, a yellow one, or a green one with a worm—according to his grade as a teacher, it has real meaning.

Let your teachers grade themselves by filling out their own Grade Cards and turning them in each month. The points are tallied and he is recognized for each achievement.

GRADING

Set up a point system whereby the teacher grades himself on the items which the Sunday school feels are most vital. Points may be awarded for any number of things, such as the following:

- Arriving in Sunday school early
- Sunday school attendance
- Attending pre-prayer meetings
- Church attendance (a.m. and p.m.)
- Midweek service attendance
- Offering
- Visual aids used
- Visits in homes
- Phone calls made
- Cards or letters sent
- Attendance at workers' conference

Determine how many points will be given for each item and list these on a Grade Card. (See sample below.) Give the grade card to each teacher at the beginning of the month. He is to fill in his card week-by-week and turn it in after the last Sunday of the month. The card is tallied and the teacher receives his report.

The Sunday school may list as many or as few items as it wishes to use for grading. Determine at the end of each month the total points which will be awarded for each item. These may vary from month to month. For example: if the Sunday school is stressing early arrival, award a greater number of points for this; if the need is visitation, offer more points for each visit made.

RECOGNITION

Provide recognition by giving each teacher an "Apple" for the Report Chart. When the Grade Card is turned in each month, tally the points and award the appropriate apple, according to the number of points for that month. Like other grading, set up a program such as the following:

- 80 — 100% — Red apple
- 65 — 79% — Yellow apple
- Below 65% — Green apple, with "worm"

Example: If the possible points for the month are 1000, and the teacher receives 850, she gets a red apple behind her name on the Grade Chart. Should a teacher neglect to turn in her report card, she automatically receives a green apple with a worm.

Cut apples from construction paper. Yarn may be used for the "worm".

Place the apple on the Report Chart. The key at the bottom will tell what the grade is.

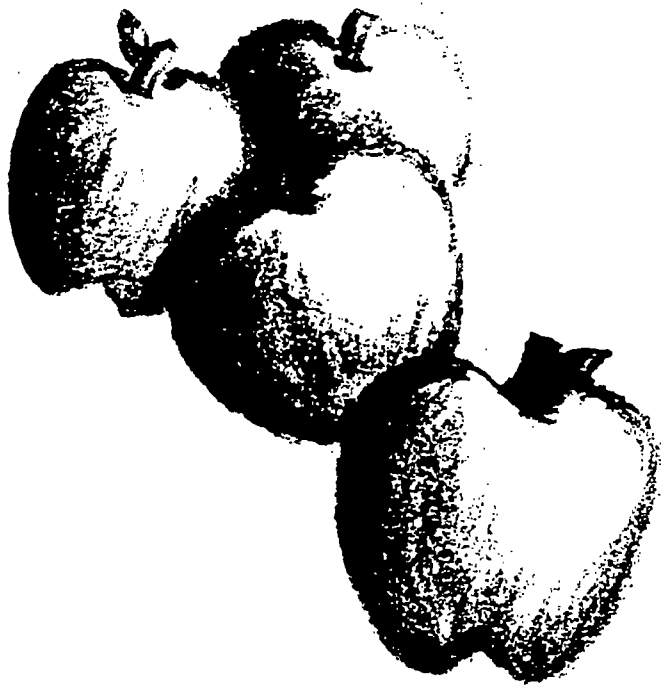
GRADE CARD

While the Sunday school will determine the items for which it will award points, the grade card may look something like the following.

GRADE CARD

NAME _____ CLASS _____		1st	2nd	3rd	4th	5th	TOTAL
POINTS	ITEM	Week	Week	Week	Week	Week	POINTS
10	Early to Sunday School						
10	Pre-prayer attendance						
10	Sunday school attendance						
15	Visits made						
5	Cards or letters sent						

“Points” column indicates the number of points received each week for that item. This should be filled in by the Sunday school before card is given to teacher. “Total Points” indicates the total number of points received for that item for the month. For example: each Sunday the teacher is early for Sunday school, she is awarded 10 points; in a 4-Sunday month, a total of 40 points is possible. For items other than attendance, a certain number of points might be awarded for each time the activity is carried out. Example: for each home visit, award 15 points; for each card sent, award 5 points. The teacher might accrue a greater number of points here to compensate for other areas; but it could also mean that the teacher might concentrate on these areas and leave the other undone. For this reason a maximum number of points might be placed on each item.



REPORT CHART

Make a large chart, at least 17 x 22, which will give the score of each teacher, month-by-month. Display this in an appropriate place in the church, where pupils may see the grade of their teacher. The chart may look like the following

“APPLE FOR THE TEACHER” GRADING CHART

TEACHER	SEPT.	OCT.	NOV.	DEC.
(Name)				
(Name)				

(Continue with column for each month)

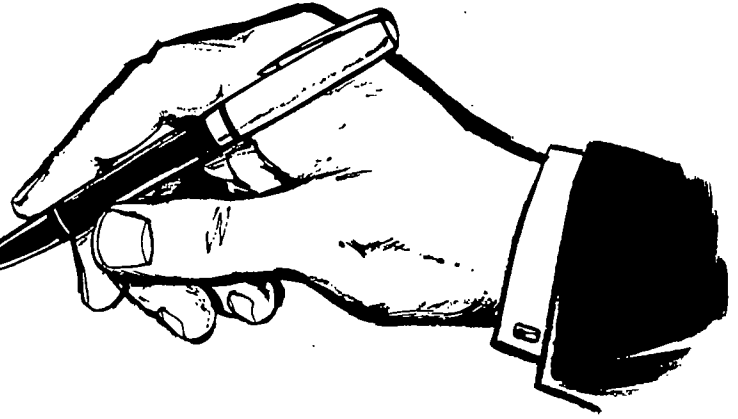
Make as many lines as there are teachers. Write the name of each teacher in the name column. Each month

paste on the apple which has been awarded to him. At the bottom of the chart, put the grading system.

This system of recognition of teachers may work into the church’s “Teacher of the Year” program.

Following this theme, the annual appreciation dinner for the staff may center on this. Stencil red apples on white paper cloths. Prepare the theme sign as a school child might. Decorate with large red apples.

Quotes for the Superintendent



QUOTABLES

As much as is possible the following quotes have been credited to the persons who originated them.

EVANGELISM

"We engage in evangelism today, not because we want to or because we choose to, or because we like to, but because we have been told to. The church is under orders. The risen Lord has commanded us to 'Go', to 'preach' and to 'make disciples'; and that is enough for us. Evangelistic inactivity is disobedience." (World Congress on Evangelism, 1966. John R. W. Stott)

"Did you know that the 'multitudes' have become one thousand times greater today than in Jesus' time? Reaching them with his love and grace must become our number one concern. Jesus lived and died for all men. He is 'not willing that any should perish.'" (James E. Frost)

"If you were to be paid one thousand dollars for every soul you won to Christ, would you work harder at it than you do?" (Irene Belyeu)

"Winning souls is not a work we do for Christ with His mighty help; it is a work He does through us by His power." (NSSA Link)

CHURCH AND HOME

"We will not tell our children what is right or wrong, or influence them in making choices in matters of religion.

But why not?
The ads will!
The television will!
The press will!

The neighbors will!
The politicians will!
The Communists will!
All the forces of sin will!

"Shall we ignore our children? May God forgive us if we do!" (Adapted from Heaven & Home Hour News Bulletin)

"It is extremely difficult to train up a boy in the way his father does not go."

SUNDAY SCHOOL

"We must never diminish our attention to the crucial needs for improving and expanding all of our educational resources. Yet all of us will fail to face reality if we assume that any combination of the material resources for good education can be substituted for the primary educational resource: a good teacher.

"It was never easy to be a good teacher. Nor can it be. Involvement in one's subject is essential; but even more insistent is the unending need to be involved in the lives of one's students—to work unremittingly to transmit to them, not information alone, but also the desire to learn, and to build the student's character by the teacher's consistent example of what good character means. Nothing less can teach both wisdom and knowledge; nothing less can truly educate our young." (Reader's Digest)

"Needs just don't come in designated sizes at designated times."

"A salesman who can't sell. . . a tailor who can't sew. . . a cobbler who can't make shoes—all these are tragic enough. None compares, however, with the tragedy of a teacher who can't teach, or rather a teacher who could teach, but won't undergo the necessary disciplines and training to do so." (A. Eugene Hudgens)

"Training is nature with the goal of service."

"I am optimistic about the future of the Sunday

school because:

1. We begin with the very young.
2. We have a small teacher-pupil ratio, something which the public schools have not yet achieved.
3. Most of the present Sunday school leaders have come from smaller Sunday schools.
4. The Sunday school does the obvious, in its way.
5. Of the Sunday school's value to society. (Adapted from an address by Lloyd Ahlem)

"When a Sunday school does what it should do, it becomes the most effective evangelistic program the world has ever seen." (Sunday School Progress)

"Your religion will either be a dull habit or an acute fever." (Shoemaker)

"Without goals, almost any kind of work can be made to look successful, no matter how poor it may be." (Ed Dayton)

"Dedication to no cause, or to a wrong cause, always eventually brings revolution." (C. Leslie Miller)

"It is impossible to govern the world without God. He must be worse than an infidel that lacks faith, and more than wicked that has not gratitude enough to acknowledge his obligation." (George Washington)

MISCELLANEOUS

"Suppose our generation is the next to the last one? What is our Christian responsibility to the last generation?" (Ed Dayton)

The Four Bodies

Somebody, Everybody, Anybody and Nobody were neighbors. Odd people! They were hard to understand. The way some of them lived was a shame and Everybody knew about it. For example, Somebody was gossiping about his neighbor, and Everybody knew it was wrong. Anybody knew that Everybody was talking about Somebody.

All four belonged to the same church. Everybody often went fishing or pleasure seeking on Sunday, or stayed home to visit with friends. Anybody wanted to worship, but wouldn't go to church because he wasn't speaking to Somebody. Nobody was faithful at church. Nobody tithed, and Nobody sang in the choir. Nobody did visitation.

When they needed a Sunday school teacher, Everybody thought Anybody would do, that Somebody surely would take it, and that Everybody could do better than he. Guess who finally did it? Nobody.

A fifth neighbor, an unbeliever, moved into the area. Everybody thought that surely Somebody would visit him. Anybody could have made an effort, but didn't.

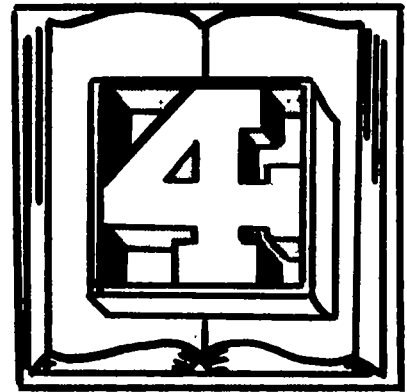
How to be Up and Up

Line	UP	Members
Set	UP	Goals
Stir	UP	Officers
Pep	UP	Workers
Fire	UP	Energy
Check	UP	Absentees
Call	UP	Prospects
Fill	UP	Glasses
Plug	UP	Leaks
Jack	UP	Laggards
Think	UP	Ideas
Keep	UP	Interest
Pray	UP	Always
Look	UP	Daily
Wake	UP	Everybody
Get	UP	Early

Characteristics of a good Sunday school worker

Curious as a cat
Tenacious as a bulldog
Brash as a Charlie McCarthy
Determined as a cab driver
Patient as a self-sacrificing wife
Deductive as a Sherlock Holmes
Enthusiastic as a radio announcer
Good humored as an idiot
Self-assured as a college graduate
Tirelessly persistent as a bill collector

FOURSQUARE FACTS



FOURSQUARE FOUNDER

The founder of the International Church of the Foursquare Gospel was Aimee Semple McPherson. She is remembered as one of the most outstanding evangelists of the first half of this century. Hundreds of thousands of people heard her speak in cities all around the world. People were saved and healed wherever she went.

Aimee Semple McPherson was born October 9, 1890 on a small farm near Ingersoll, Ontario, Canada. She surrendered her life to Christ at the age of 17, after attending a revival meeting conducted by evangelist Robert Semple. Soon she felt a powerful call to the Lord's ministry.

Aimee Kennedy was married to Robert Semple on August 12, 1908. After a brief evangelistic ministry in the United States and Canada, they went to China to preach the gospel. Three months after their arrival Robert Semple died of malaria and a month later Roberta Star Semple was born. This mother and her six-week old daughter returned to the U.S.

After several years in evangelistic and home mission work, Aimee Semple married Harold Stewart McPherson and settled down to a domestic life. To this union was born Rolf K. McPherson, who became president of the International Church of the Foursquare Gospel upon the death of the founder.

Unable to escape the call of God to preach the Word, Aimee Semple McPherson returned to Canada. She conducted a revival meeting in Mt. Forest, Ontario in 1915 and from there launched into full-time tent revivals, mostly on the east coast. In 1918 she made a transcontinental "gospel tour" to Los Angeles, which later became her headquarters. Between 1918 and 1923 she crossed the United States eight times, conducting over 38 revivals and raising funds to build Angelus Temple.

On January 1, 1923, Angelus Temple, seating over

5,000 people, was dedicated. Within 4½ months over 7,000 men and women had knelt at the altar seeking salvation. Her vision for Angelus Temple was to make it a base for inter-denominational evangelism. Little did she realize that it would become a launching center for hundreds of other churches proclaiming the Foursquare gospel message.

Aimee Semple McPherson, in addition to conducting hundreds of revival campaigns and building Angelus Temple, organized and established L.I.F.E. (Lighthouse of International Foursquare Evangelism) Bible College, branch churches, and the Foursquare World Missions program. She wrote many books, published several magazines and composed over 175 gospel songs and 13 sacred operas. She established a commissary, a 24-hour Prayer Tower, and on February 6, 1924 dedicated radio station KFSG, the first station in the United States owned and operated by a church. She was a world traveler, speaking to thousands in many countries.

Aimee Semple McPherson finished her earthly ministry on September 27, 1944, while conducting a meeting in Oakland, California. She was laid to rest at Forest Lawn Memorial Park in Glendale, California. In her brief 54 years, Aimee Semple McPherson had used every channel known to do the one thing that burned in her heart—to preach the Word.



FOURSQUARE HISTORY

In its beginning, Angelus Temple functioned as an interdenominational lighthouse of evangelism, attracting people from all walks of life to the gospel of Jesus Christ. Soon, however, there was a group of believers attending the Temple who had no other church home. They began to feel the need to function as a church body. At their request, church membership books were opened at Angelus Temple.

At the same time, students from the training center were holding meetings in outlying cities, and from their efforts branch churches developed. Before long people were insisting that a church be organized and incorporated. After a trip around the world in 1927, Aimee Semple McPherson returned home and this momentous step was taken. The International Church of the Foursquare Gospel was incorporated on December 30, 1927. Within five years of the Temple's opening, more than 50 churches were flourishing in southern California, with dozens more springing up all over the United States and even abroad.

Training of men and women for the work of the ministry was an early vision of the founder, who opened a Bible college in Angelus Temple a month after it opened its doors. In 1926 a 5-story college building was erected adjacent to the Temple and on December 13, 1937, L.I.F.E. Bible College was incorporated. In 1970 this college received accreditation with the Southern Accrediting Association of Bible Institutes, Bible Colleges and Bible Seminars.

Three other training institutes were opened as the need arose. Mt. Vernon, Ohio became the site of a thriving Bible college whose student body numbered more than 200 within 12 years. The Canadian L.I.F.E. Bible College was opened in Vancouver, B.C. It continues to attract students interested in the ministry and will soon occupy its new facilities. The Saskatchewan Bible Institute in Saskatoon is the fourth center for training on the North American continent. Nearly 7,000 men and women have been graduated from these institutions and have assumed ministerial roles and places of leadership throughout the world.

To see the Foursquare Gospel message preached around the world was another vision of the church's founder and indeed it has been truly said that the sun never sets on the Foursquare flag. In 1923 the first missionaries to go under the Foursquare banner, Reverend and Mrs. Thomas Anderson were sent to the country of Bolivia.

The Foursquare church has remained a missionary church, with its missionary contributions exceeding a million dollars annually. 101 missionaries and their families are maintained on the field in 20 countries outside the United States and Canada. By its 50th anniversary year, the International Church of the Foursquare Gospel had established 1,343 churches and 1,294

meeting places on the foreign mission field. Areas of ministry include radio, literature, mass evangelism, Christian day schools, orphanages, Bible institutes, youth camping, disaster relief, and linguistics.

The thrust of the Foursquare World Missions program is evangelism through every possible means, the training of national workers, and the establishment of indigenous churches to carry on and fulfill the cycle of evangelism and church growth. Nearly 2,800 national ministers attest to the worthiness of this goal.

Official business of the church is conducted by a Board of Directors, with the Missionary Cabinet and Executive Council serving in an advisory capacity to the President and the Board. The highest seat of authority is the Convention Body, which alone has the power to make or amend the by-laws of the International Church of the Foursquare Gospel.

The over 700 churches in the U.S. and Canada are divided into ten districts, each with its own District Supervisor. These supervisors are governed by the Home Missions Department under the leadership of the Vice President and Field Supervisor. All properties are held in the name of the International Church of the Foursquare Gospel, and are assessed to be over \$61 million valuation. Membership is over 230,000 people.

History has shown the International Church of the Foursquare Gospel to be forward-looking in its ministries, with evangelism always the driving force behind its thrusts. In the early years, people preached the gospel on street corners and in tents and rented buildings. As churches grew, building programs were launched and many attractive, new facilities were constructed.

The importance of training and teaching, along with evangelism, was noted within a decade of the church's founding. It pursues an aggressive Christian education program including Sunday schools, Christian day schools, nursery and day care centers, Vacation Bible Schools, conferences, extension classes, Bible classes, teacher and leadership development, youth conclaves, children's ministries and training seminars.

Down through the years Christian camping has been an integral part of the church's ministry. Every district operates several camps each summer for various age groups. The church owns seven camps across the United States and most of these facilities are in operation year-round.

Foursquare churches are in tune with the times. They seek to provide ministries to the community wherever they can. Use is made of the mass media such as television and radio to reach the public and more recently, cassette tapes to reach the individual.

As a denomination, the International Church of the Foursquare Gospel is young. That makes the challenge of maintaining the balance between worship and evange-

lism even greater. The church must go outward as it grows inward. It must continue to lift up Jesus Christ as Savior, Healer, Baptizer with the Holy Spirit, and soon-coming King, proclaiming a whole message for the whole man.

FOURSQUARE HERITAGE

(The following material is quoted from THE FOURSQUARE GOSPEL by Aimee Semple McPherson)

I. ORIGINATION OF THE FOURSQUARE GOSPEL

A. THE FOURSQUARE GOSPEL CAME TO ME BY INSPIRATION.

At a meeting in Oakland, California, the Spirit of God was manifested to a wonderful degree. The great tent, which seated 8,000, was packed, and multitudes were standing around its border. Many had pilgrimaged from afar. Every heart seemed hungry.

The subject was "The Vision of Ezekiel." (Ezekiel 1:1-28) My soul was awed! My heart thrilled! The blazing glory of that heavenly vision seemed to fill not only the tabernacle but the whole earth. In the clouds of heaven—which folded and unfolded in fiery glory—Ezekiel had beheld the Being whose glory no mortal can describe. As he gazed upon that marvelous revelation of the Omnipotent One, he perceived four faces. The faces—those of a man, a lion, an ox, and an eagle. These four faces were likened unto the four phases of the Gospel of Jesus Christ.

In the face of the Man we beheld that of the Man of sorrows and acquainted with grief, dying upon the tree.

In the face of the Lion we beheld that of the mighty Baptizer with the Holy Ghost and with fire.

The face of the Ox typified the Great Burden-bearer, who Himself took our infirmities and carried our sicknesses, who in His boundless love and divine provision had met our every need.

In the face of the Eagle we saw reflected soul-enraptured visions of the Coming King, whose pinions soon would cleave the shining heavens, whose silvery voice would set the milky way to echoing as He came to catch His waiting bride away:

A perfect Gospel! A complete Gospel for body, soul, for spirit, and for eternity. A Gospel faces squarely in every direction.

In my soul was born a harmony that was struck and sustained upon four full, quivering strings, and

from it were plucked words that leaped into being—
THE FOURSQUARE GOSPEL!

B. THE FOURSQUARE GOSPEL IS SCRIPTURAL

1. The Name Foursquare.

The name **Foursquare** originated with God. It is Scriptural from Exodus, where it is introduced, to Revelation. It flowed like the sweetest honey from the lips of Jehovah when talking to Moses on Mount Sinai. He said, in effect: "The things in the Tabernacle which are immediately concerned with me, Moses, must be foursquare." The word **foursquare** is used ten times in the Bible.

2. The Four Major Phases Are Scriptural.

a. Jesus Christ the Savior of the soul. Romans 6:23.

b. Jesus Christ the Baptizer with the Holy Ghost. Acts 1:5.

c. Jesus Christ the Great Physician. James 5:14-16.

d. Jesus Christ the Coming King. I Thessalonians 4:16-18.

II. JESUS CHRIST THE SAVIOR — Ezekiel 1:4-10

A. FACE OF A MAN

The first face that Ezekiel saw was the face of a man. This represents the Lord Jesus Christ as the "Son of man," "the Man Christ Jesus," the "Man of sorrows and acquainted with grief."

The Gospel as pictured by Saint Luke presents the Lord Jesus as the Son of man, the Savior of mankind. Luke wrote to the cultured, educated Greeks, whose ideal seemed to be the developing of a perfect man. Luke shows them the ideal perfect man, in the Lord Jesus Christ, who sacrificed His ideal Self for an ideal.

This is the first phase, or first cardinal doctrine, of the Foursquare Gospel without which no soul can enter into the Kingdom of God or make Heaven his home. This is agreed by all who hold the Truth in righteousness.

B. THE MAN, CHRIST JESUS

1. He is the "seed of woman" promised in Genesis 3:15, the first promise of a Redeemer for lost humanity. He is the babe born in Bethlehem in a stable, whom the men called wise came to worship.

2. He is the "Man of sorrows and acquainted with grief," (Isaiah 53).

3. He called Himself the Son of man a great many times.

4. He took upon himself the form of a servant, and was made in the likeness of men (Philippians 2:7,8).

C. JESUS CHRIST – THE SAVIOR

1. He is our "Passover Lamb." God's people in Egypt were saved from the death-angel by the substitutionary death of a lamb. Jesus is the fulfillment of the type; He is our substitute.

2. We all need a Savior because all have sinned, as it is written in Romans 3:23. No matter what one's position or station in life may be, one needs to be born again. Jesus died for all—yea rather, is risen again, and only those names found written in His Book will enter Heaven.

"And whosoever was not found written in the book of life was cast into the lake of fire." Revelation 20:15

III. JESUS CHRIST THE GREAT PHYSICIAN

A. CHARACTERISTICS OF THE OX

The ox is the oldest known beast of burden. Since time immemorial the ox has been used to carry the burdens of mankind. Cattle (which includes oxen) are first mentioned in Genesis 1:25.

Faithful unto death: It is said that the ox will pull any load, no matter how heavy, and never give up and if the burden be too heavy he will keep pulling until he falls dead from a broken, over-taxed heart. In this he is a type of Jesus Christ our Burden-Bearer.

B. JESUS CHRIST – THE BURDEN BEARER

1. It was prophesied of Him, Isaiah 53:4, 5.
2. It was fulfilled by Him, Matthew 8:16,17.

C. DIVINE HEALING THROUGHOUT THE BIBLE

1. Old Testament Healing Covenant "Jehoval Rapha," Exodus 15:26.
2. New Testament Healing Covenant, James 5:14–16.
3. Jesus, while He was here, healed all, Matthew 9:35.
4. Jesus gave healing power to His disciples, Matthew 10:1.
5. He gave the same power to seventy ordinary followers, Luke 10:1, 9.
6. After His ascension, Acts 5:12, 16.

IV. JESUS CHRIST BAPTIZER WITH THE HOLY GHOST

A. FACE OF A LION

The second face that Ezekiel saw in the cloud of grace that folded and infolded in the firmament beneath the fiery throne of God was the face of a lion. This represents the Lord Jesus Christ as the "Lion of the tribe of Judah," the all-powerful One, the living, vital Son of the living God.

1. Representation Of Jesus.

As the Lord Jesus is called a Lamb for certain representation, He is called also a Lion. We have a direct scripture which calls Him a Lion: Revelation 5:5 In prophecy: "Judah is a lion's whelp" Genesis 49:9. Jesus is meant of course, because everything always points to Him who is the culmination of all prophecy. He is from the tribe of Judah, as it is written: Hebrews 7:14.

2. A Symbol of Power.

The lion represents POWER, mighty in strength; the Word of God explains: Proverbs 30:30.

When an illustration of great strength was desired, they told of slaying the lion as the acme of physical prowess: Judges 14:5,6, I Samuel 17:34–36 and II Samuel 23:30.

These Scriptural proofs show that the lion is a symbol of power. Jesus, however, is not called a Lion until after His ascension. (And that is the explanation of the two different lists of the four faces as seen and recorded by Ezekiel and John. Ezekiel, looking forward to Calvary sees first the Face of a Man, the Savior, while John, on the resurrection side of Calvary, sees first the Lion of the tribe of Judah that hath prevailed! Therefore, he lists the face of a lion first.)

B. JESUS CHRIST THE BAPTIZER WITH THE HOLY GHOST

1. Jesus Christ the Baptizer with the Holy Ghost was heralded by John the Baptist, the forerunner of the Lord, Matthew 3:11.

2. Jesus called the Holy Ghost energy POWER. He pronounced these words as a command with a promise, Luke 24:49.

3. Jesus reminds them again just before His ascension, Acts 1:5.

4. The outpouring on the day of Pentecost to the group that was waiting for the promise, confirmed the fact that the Holy Ghost had been sent into the world in a new capacity. It does not mean, how-

ever, that the baptism with the Holy Ghost was to be exclusive with that one group. It was merely the beginning of the dispensation that was to continue in like manner until the second advent of the Lord when the dispensation would end, being replaced by the Millennium.

The glowing account of the beginning is found in Acts 2:1-4. This same baptism with the Holy Ghost is for as many as the Lord shall call. He has been calling since the day of Pentecost and will continue to call until the times of restitution. All may have this experience today, as the Scripture says in Acts 2:38, 39.

The Foursquare Gospel is based on God's Word, reaches out world-wide, meets the need of body (ox) soul (Man), spirit (Lion) and assures us of eternal happiness and bliss.

V. JESUS CHRIST THE COMING KING

A. FACE OF AN EAGLE

The fourth Face that Ezekiel saw as he stood among the captives by the river of Chebar and saw visions of God, was the face of an eagle. "I bare you on eagles' wings, and brought you unto myself," God said to Israel in Exodus 19:4 as He spoke of bringing them up from Egypt to the "Mount of God," Mount Sinai.

The Gospel as pictured by Saint Matthew presents the Lord Jesus Christ as "The King." Writing to the Hebrew nation which had long looked for their Messiah King, Matthews genealogy begins, "The book of the generation of Jesus Christ, the son of David." And the, over the cross the superscription read, "This is Jesus the King of the Jews."

This is the fourth phase of the Foursquare Gospel. The fourth Cardinal Doctrine, the Second Coming of the Lord, which blessed event we eagerly look forward to with anticipation and great joy, knowing that "unto them that look for him shall he appear the second time" "Therefore be ye also ready: for in such an hour as ye think not the Son of man cometh."

B. CHARACTERISTICS OF THE EAGLE

The eagle with its piercing gaze looks into the high, lofty heavens and sights the smallest objects on the earth beneath.

The eagle, that soars in the clouds, descends from dizzy heights and bears its little ones on wide-spread wings, is a striking type of our blessed Coming King, the Lord Jesus Christ.

The eagle is considered the king of birds. He builds his nest in the highest crags, and lines it with down

plucked from his own breast...Jesus, our Eagle King, has His home in the highest Heaven and is preparing for us a place purchased at the expense of plucking out His very own life and shedding His blood that we might have a home on high.

C. JESUS CHRIST THE COMING KING—OLD TESTAMENT

1. Jacob prophesied His Kingship, Genesis 49:10.
2. Isaiah prophesied his second advent, Isaiah 9:7.
3. Jeremiah also heard it from the Lord, Jeremiah 23:5,6.
4. Daniel knew of it, and recorded, Daniel 7:13, 14.

C. JESUS CHRIST THE COMING KING—NEW TESTAMENT

In the 260 chapters of the New Testament the Second Coming of the Lord is referred to 318 times—more times than there are chapters.

1. John the Divine, both in his Gospel and epistles, speaks of the return of his blessed Lord, John 5:28, 29; I John 3:2.
2. James knew He is coming again, James 5:8.
3. The Apostle Paul speaks of his second advent fifty times and gives us the perfect word-picture in I Thessalonians 4:13-18.
4. Angels explained to a bewildered group of disciples that He would come again, and by what manner, Acts 1:10, 11.
5. Jesus Himself, with His own mouth, declared He would come again, John 14:2,3; Matthew 24:27; Luke 12:40.



FOURSQUARE FLAG

The flag was designed by Aimee Semple McPherson, who received the inspiration for the colors from the Old Testament. There God commanded that these colors be used on the breastplate of the High Priest, saying of the breastplate, "It shall be foursquare."

Stripes

1. The scarlet stripe represents the blood of Jesus

Christ which was shed for the remission of our sins.

2. The gold stripe represents the fire of the Holy Ghost.

3. The blue stripe represents the Great Physician.

4. The royal purple stripe represents the coming King.

Emblem

The emblem in the upper left hand corner of the flag is that of the open Bible with the cross, the square, and the four.

1. The four indicates the four phases of the gospel—Jesus Christ the Savior, Healer, Baptizer with the Holy Spirit and coming King.

2. The square reminds us that the gospel must be preached to the four corners of the earth.

3. The cross reminds us that Jesus offered himself a sacrifice for our sins, suffering death for us, and He is the propitiation for the sins of the whole world.

4. The Bible we believe to be the inspired Word of God.

5. The fringe around the flag reminds us that we should hide away God's Word in our heart, that we might not sin against Him. The israelites were commanded by God to wear fringe upon their garments, that when they looked upon the fringe they would remember to keep God's commandments.

FOURSQUARE DISTINCTIVES

How is the Foursquare Church distinctive from other Pentecostal churches? There are several ways.

1. **Foursquare is distinctive in its name.** It is to our advantage that people question, "What is Foursquare?" This is a wonderful opportunity to explain that our belief is centered basically around the ministry of Jesus Christ as 1) Savior, 2) Baptizer, 3) Great Physician and 4) Coming King.

2. **Foursquare is distinctive in its fellowship.** We are a family organization who knows how to pray, shout and play together. This is manifested in the local church, rallies, camps and conventions. We are known for this among other denominations. Newcomers often notice it immediately. Others say, "We don't know how you got this family fellowship, but hold on to it; we would like to have it; there is nothing like it."

3. **Foursquare is distinctive in its message and the presentation of it.** We would not infer that we are the only church with the Full Gospel, Pentecostal message. But we do thank God for our founder, who helped

bring Pentecost out of the back alleys and side streets onto the main street.

Our founder started us off with the "center-of-the-road" message. This means that our position lies between the two extremes of fanaticism and formalism. She tells how she kept in the "Center-of-the-Road" this way: "The fanatics on one side said, 'She's too cold'; the formalists on the other side said, 'She's too red hot'. So, by being slapped on each side, I went down the middle of the road."

4. **Foursquare is distinctive in its government.** We do not say our form of church government is the only one, nor the best one, but it is the right one for us—least, so our convention body thinks. Our government is an outgrowth of the Amendments of the Bylaws made through more than 40 years of progress and growth. Through this form of government, the Foursquare church has unparalleled financial standing. (See Corporation Bylaws for resource)

5. **Fourquare is distinctive in its opportunities and witness.**

We are composed of more than 3,200 ordained and licensed ministers and more than 186,000 church members.

There are approximately 780 Foursquare churches in U.S. and Canada.

We maintain 4 Bible Colleges and Institutes in the home field and more than 25 in foreign fields.

We are maintaining over 1700 churches and meeting places staffed by over 2,200 missionaries and national workers in 29 countries. (In some of these countries the Foursquare Churches are the largest protestant church in the nation)

Converts number into the scores of thousands annually.

There are several dozen Crusader camps in the home field with thousands in attendance.

The opportunities are for everyone including ministers and layman of all ages. How great are these opportunities? As great as our combined faith will permit our combined efforts to take advantage of the command of Jesus when He said, "Go ye into all the world and preach the Gospel to every creature," Mark 16:15.

6. **Foursquare is distinctive in its Youth Program.** There are many phases of our ministry to young people: A year-long plan for involvement and Christian growth, competition, District camps and training conferences, divisional activities, evangelism involvement and a program designed to hit every major phase of one's Christian development every year.

The Foursquare youth movement has been a major part of our church from its beginning.

RESOURCES

***Cadet Manual, Year 1, "The Foursquare Gospel"**

***Declaration of Faith Sunday School lessons**

50 Facts, International Church of the Foursquare Gospel (Golden Anniversary pamphlet available from Council of Foursquare Men)

***Fire From On High**

Foursquare World Advance magazine (subscription free upon request)

***The Foursquare Gospel**

***The Personal Testimony of Aimee Semple McPherson**

***The Story of My Life, Aimee Semple McPherson**
(Published 1973)

***This We Believe** (Declaration of Faith booklet)

***What the Foursquare Church Believes** (brochure)

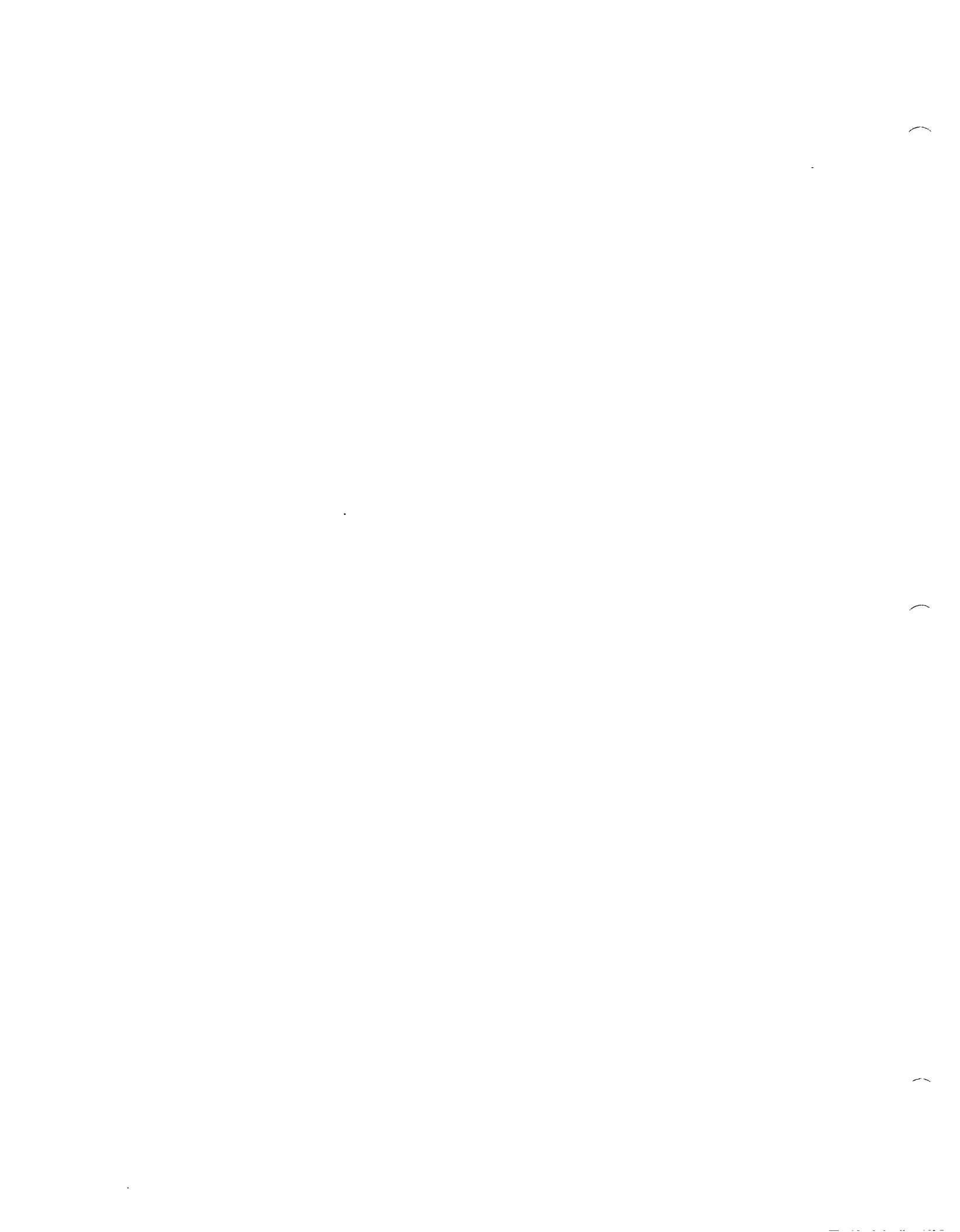
+Foursquare Hymnal

+LP Album—**Love Led the Way**, (Jimmy Owens Singers)

+LP Album—**Build for Tomorrow**, (featuring Mary Jayne, Lorin Whitney, and others)

*Available from Foursquare Publications

+Available from Foursquare Book Shop



SUPERINTENDENT HELPS



OPENING SESSIONS

Sunday school opening sessions are undergoing great evaluation and change. Some are questioning altogether their value and are eliminating them. Others feel they do meet particular needs, and therefore, instead of eliminating them entirely, have modified theirs. Still others are conducting them in only certain departments and allowing other classes to go directly to their rooms. And another group has maintained the opening assembly, but only monthly or quarterly.

The individual church must evaluate its own program and decide which course it will take. But, of greatest consideration should be, "What is the purpose of the opening assembly? Is it in keeping with our goals as a Sunday school? Is it really helping us accomplish our goals?"

The Foursquare Blue Book (new edition, 1973) outlines concisely what the purpose of the Sunday school is. It offers suggestions and guides for accomplishing these purposes, and the part the opening session can play. While a church should consider carefully before discontinuing its opening session, it should also consider if the present program is adequate and ministering to needs. Review each of the opening session times in your Sunday school, in the light of the Sunday school purposes and the suggestions given in the Blue Book. Make this time profitable, preparatory for Bible study and spiritually stimulating.

FELLOWSHIP

Fellowship can be a part of the opening assembly. Elements of this fellowship time might be: 1) welcoming visitors; 2) birthday remembrances; 3) promotional ideas and contests. Each of these things needs not happen every Sunday. Birthday remembrance for example should occur just once a month. The fellowship aspect of the assembly should be no more than one fourth of the time.

Consider the value of the following types of fellowship elements.

Visitors

Visitors should feel welcome, but not embarrassed. To avoid embarrassment, try the following:

1. Let the one who brought a visitor present him—rather than having the visitor stand and introduce himself.
2. If a visitor comes by himself, assign someone to find out his name and to introduce him.
3. Consider the age of the visitor. Don't insist that he stand if he is a teenager or adult. Don't call him forward to receive a remembrance if he is hesitant. (If this is your policy, let one of the members take the gift to him.)
4. Be sure the visitor is assigned to someone who can take him to class and introduce him to others. Never leave him to find his own way.
5. Show a genuine concern for the visitor, not just for him as another number of the attendance board.
6. Remember, he is there by divine appointment. Minister to his needs in the Sunday school time and with a follow-up.

Birthdays

Prepare a **birthday poster** for each month and list the names and birthdays of pupils to honor that month. On the Sunday when his birthday is to be honored, ask each pupil to recite or read a Bible promise he has chosen himself. Then a teacher can lead the group in prayer, naming each person being honored.

Make each birthday a **Christ-honoring birthday**. As the pupil slips his birthday offering into the bank, ask a teacher to tell certain "church-related" facts about the pupil. For example, "Chuck was first brought to church in his mother's arms. When he was two, he went to Sunday school for the first time and when he was three, he knew how to sing 'Jesus loves me', etc."

For shut-ins and all who are unable to attend

Sunday school, at the beginning of each month decorate a birthday **board**, simply but attractively. List the names of the persons who have birthdays during the next month, and include the birthdate, full name, address and phone number. If a picture is available, add this.

Call attention to the board and ask congregational members to send cards or call these persons, wishing them a happy birthday. Some may want to take a small gift or a book to the shut-ins.

Change the board each month and decorate according to the season or holiday.

Sunday School Promotion

Review the chapter in the Blue Book titled Enlargement. Consider especially the portion dealing with publicity and promotion.

When the Sunday school is engaged in an enlargement campaign or contest, time needs to be allowed for this activity. However, care should be taken not to shorten the teaching time. The core of the Sunday school is the time spent in study of the Bible, God's Word. The assembly time can be utilized for promotion activities. A to-the-point presentation of the goals, phases of involvement, progress and challenge for the contest or campaign is much more effective, and less time consuming, than a little-prepared one. Involve as many people as possible and practical within the allotted time.

WORSHIP

The worship aspect of the opening assembly should be the major portion. Included in worship are usually the following:

Music

All music used should have meaning to the age involved. Words to songs should be easily understood. Melodies should be simple and appropriate for the group; style in keeping with the attitude of worship.

Giving

When the offering is received as the pupils enter, the "love gifts" can then be presented to the Lord as part of the worship time. Or, the offering containers passed during the assembly and presented thus. Giving is a part of worship; teaching regarding this and opportunity to participate in it are important.

Prayer

Allow pupils to participate in prayer. Vary the prayer time as other areas are varied, but do not sacrifice the element of worship for variety.

Reading the Word

This does not, and need not, always occur during the opening assembly time. When it is included, brief comments are all that are necessary. Let the Word speak for itself. If it is selected in the light of the theme for the entire program—and each assembly program should have a theme and definite goals—it may well be the core of the worship time.

Two general rules of the leader of the opening assembly to follow are these:

1. Do not steal the teacher's time. Begin and end on time.
2. Do not steal the teacher's "thunder". Do not take the core or heart out of the lesson which will follow. The teacher should be allowed to present the lesson material first.

DEVOTIONAL THOUGHT

The following devotional thought might be used in the opening assembly over a period of several weeks.

Birds in the Gospel Tree

Mocking bird—mocks everything and everyone

Parrot—repeats gossip and all negative things

Owl—doubter, who is always saying "who"?

Peacock—strutts, but does little else

Pigeon—always returns, as if in circles, never getting anywhere

Woodpecker—pecking at everyone and everything

Humming bird—hums and sings the praises of the Lord

Eagle—soars into glorious heights in the Lord

Visitation Views

Try one or more of these groups for sparking visitation:

Prospectors Club

Fishermen

The Twelve

Get-One Club

Secret Service Group

Evangelistic Fellowship

Andrew Club



* SUNDAY * * SCHOOL * * PICNIC *

The word "picnic" is firmly established as a synonym for good, wholesome fun. And picnics come in all sizes and styles, from the quiet "back yard" variety to the huge, noisy organization picnic attended by hundreds. But big or small, the best picnics don't just happen—they are well planned.

But any who have heard and really believed the phrase "easier than a Sunday school picnic", just have never tried to organize and supervise one. Much work and prayer is represented in a smooth-running picnic. But great benefits are derived from them.

PURPOSE

1. A social time for all Sunday school members.
2. A time for physical activity in a Christian setting.
3. A contact with families and occasional attenders.

PLANNING

Choose a picnic committee. Consider that this committee should be comprised of:

1. One person from each department of the Sunday school. (Those working with the different age levels know what that age is capable of and likes to do.)
2. Persons experienced in sports, menus for refreshments, games, publicity, etc.

Assign certain areas to different persons, define clearly their responsibilities and ask for an accounting of progress made. Begin planning well in advance. Allow for several meetings prior to the picnic. Everyone ought to have fun at a picnic, whatever age, and a good committee will provide for this.

Select a date. Many Sunday schools are using the late summer or early fall for picnics since it provides a good "rallying" point for gathering summer strays and introducing fall plans.

When the picnic is held in the early fall, many times it can be the climax to any attendance drive for summer. When points or talents have been given during the summer for attendance, visitors, etc., they can be "cashed in" at the picnic for participating in special activities.



Make the picnic a "double-header" and arrange it in two parts.

Saturday — Fun time

Sunday — S.S. Rally Day when all strays and regular attenders return for the fall.

Advertise it in this way and at the picnic emphasize that this is "Part I" of the two-part program. Make Sunday morning a real Rally Day.

PUBLICIZE

Add new features to your picnic each year, and advertise them. Posters—maybe even a poster contest—tell much and can be true incentive stirrers.

Set the date and find a clever way to make it known. For example, if the date is September 14, advertise the "Big 14". Place small posters all through the Sunday school facilities several months prior to the picnic; list it in the church bulletin. Run a contest to see who can guess what the "Big 14" is. Ask people to circle September 14 on the calendar, and then let the information "leak out".



TALENT REDEMPTION

If, during the summer months, you have used a talent-type system to encourage perfect attendance, memorization, etc., use these to regulate participation in the picnic activity.

The following suggestions may be used for redeeming these talents at the picnic, or it may merely serve as a format for planning picnic activity.

The purpose for allowing each to spend his talents to participate in the games and tournaments is:

1. To encourage participation by all.
2. To program the activities for the picnic.

Determine beforehand how many talents each game will "cost." Be fair; do not make exceptions for some.

If there are visitors at the picnic who do not have talents to participate in the games, give them a certain number of these. Limit this however, to make it fair for those who worked for theirs during the contest.

If a regular attender brings a friend, suggest he might share his talents with the friend, too.

PRIZES

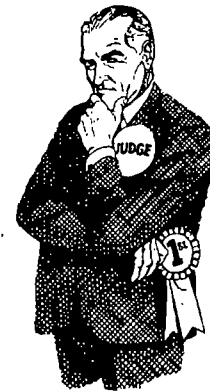
Prizes are not necessary for each game, but rather allow each to spend his talents in playing the games. If you feel an award is necessary, return a talent to the person who scores a certain number of points so he can play the game again.

GAMES

Many of the following suggestions are for individual participation. Determine the number of games you will need. This will depend upon the number of persons attending. Do not keep persons standing in long lines; they will become discouraged.

Booth-type areas are not necessary, but advantageous. If not used, draw a well-defined line behind which the person playing will stand, or better yet, place a bench on this spot. Do not allow "standers by" to interfere with the games by standing in front of this line or trying to "help". Make it fair for all.

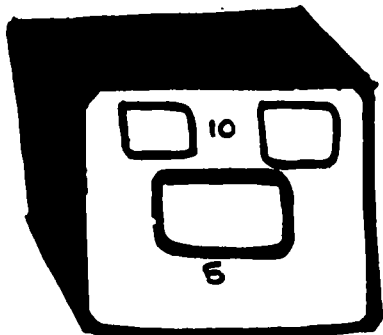
Do not allow one person to monopolize any one game, but rather keep them rotating to give each his turn.



One person is needed to be in charge of each game. He will collect the talents, give out the equipment and keep the game going. He is responsible, too, to see that each person has his turn to play. Be sure he knows the rules of the game before he starts.

TOSSING GAMES

1. Fruit jar rubbers over nails. Drive nails in board. Give each person 5 fruit jar rubbers to toss from distance of 6 to 10 feet. If desired, number the value of each nail.
2. Line up several soft-drink bottles. Toss fruit jar rubbers onto the necks of bottles from 6 to 10 feet back.
3. Basket ball free throws—see who gets the most out of 10 tries.
4. Toss or sail paper plates through a suspended barrel hoop or wire ring. Give each contestant 5 plates.
5. Toss or sail paper plates into wastebasket, or through basketball goal.
6. Suspend 8-inch hoop and within the hoop suspend bell. Object: from distance of 6 to 8 feet, to toss an object through hoop without ringing bell. (A ping-pong ball is good for this.)
7. Toss bean bags at target on floor, such as a bean-bag board, tin cans, wastebaskets, etc. Size of container and length of throw should be determined by age of contestants.



Bean Bag Board

8. Dart games of all types: throwing darts at balloons, at a bull's eye target, etc.
9. Toss a wet sponge at the face which protrudes through a sheet 6 to 8 feet away. (Several sponges and a pan of water is needed.) One of your Sunday school members can be the "face".

Other tossing games may be devised by using checkers, corks, pebbles, marbles, curtain rings, milk or coke caps, etc., tossed into such containers as egg cartons, cake pan with center hole, muffin tins, flower pots, small end of megaphone, tin cans.

BOUNCING GAMES

1. Bounce ball from distance to 6 to 10 feet, into wastebasket or box of similar size.
2. Bounce ball (up to tennis ball size) on floor, off wall, and catch in funnel.
3. Bounce ping-pong ball on hard surface and into egg carton.

RELAYS

All types of relays may be used for this. Care should be taken that the very small are not competing with the older children. Some of the most familiar are:

- | | |
|-----------------------|------------------|
| Sack race | 3-legged race |
| Pass-the-stick race | 1-legged race |
| Balloon on ankle race | Wheelbarrow race |
| Horse and rider race | |

A staff of starters and judges is important.

RIDES

If the following are available in your area try these:

- | | | |
|------------|------------------|---------------|
| Pony rides | Horse-back rides | Bicycle rides |
|------------|------------------|---------------|



TOURNAMENTS

Stage several tournament-type competitions if desired. Such games as checkers (regular and Chinese), ping pong, croquet, horseshoes, work best here. Allow no one to play more than two or three games in a row. When the competition has progressed so that several have won two or three times, have a play-off to determine the champ.

Require more than one talent for the tournament; perhaps three.

SPORTS

1. Teams— Have each contest team challenge the other.
 - Young men against the older men; men against women.
 - Any team sports will do.
2. Individual—ping pong
 - tennis
 - badminton

Be sure the rules are clear to all **before** you begin.

OTHER GAMES

Consider some of the following,

For pre-school children: Large cardboard boxes to play in, sandbox utensils, crayons for them to "decorate" the white paper tablecloths, lollipop hunt, races.

Elderly persons: Table games, such as scrabble, puzzles, etc.



REFRESHMENTS

Allow children to redeem their talents for refreshments.

- Soft drinks — 1 talent per cup
- Popcorn — 1 talent per bag
- Candies — 1 talent per piece

DINNER

Pot-luck dinners and picnics seem to go together. Either begin the picnic with a lunch or end it this way in the evening.

FEATURES

1. **Magic**—have a "Medicine Man" who does magic tricks.
2. **Rope tricks**—an "Indian Chief" might try his rope tricks on the audience.



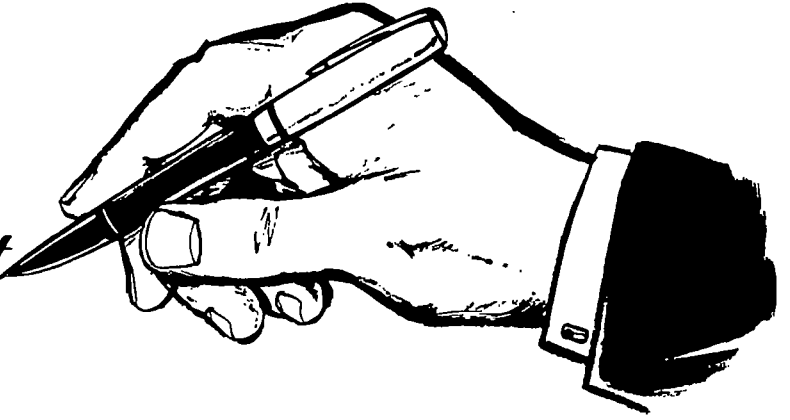
3. **Glass jar** filled with beans, peanuts, buttons—almost any small object will work displayed at a central spot. Picnickers can guess the number of objects in the jar and win a prize.
4. **"Mr. Picnic"**—have a "mystery man" (or woman) who can be identified by one green sock. The first one to find him wins a prize.
5. **Pinata Game**—suspend the pinata (large, sturdy decorated paper bag filled with wrapped candy, peanuts, balloons) from a tree branch. Hang it high enough so the children can just reach it with a piece of broomstick. Blindfolded, the children take turns trying to hit the pinata and break it open. Permit three tries for each one, until the pinata breaks. Then all children scramble for its contents. (Especially good for primaries and younger.)

DEVOTIONS

Have a "Circuit Riding Preacher" conclude the picnic with a short devotion. Keep it short (no longer than five to eight minutes) and to the point.



Quotes for the Superintendent



QUOTABLES

As much as is possible the following quotes have been credited to the persons who originated them.

EVANGELISM

"We engage in evangelism today, not because we want to or because we choose to, or because we like to, but because we have been told to. The church is under orders. The risen Lord has commanded us to 'Go', to 'preach' and to 'make disciples'; and that is enough for us. Evangelistic inactivity is disobedience." (World Congress on Evangelism, 1966. John R. W. Stott)

"Did you know that the 'multitudes' have become one thousand times greater today than in Jesus' time? Reaching them with his love and grace must become our number one concern. Jesus lived and died for all men. He is 'not willing that any should perish.'" (James E. Frost)

"If you were to be paid one thousand dollars for every soul you won to Christ, would you work harder at it than you do?" (Irene Belyeu)

"Winning souls is not a work we do for Christ with His mighty help; it is a work He does through us by His power." (NSSA Link)

CHURCH AND HOME

"We will not tell our children what is right or wrong, or influence them in making choices in matters of religion.

But why not?
The ads will!
The television will!
The press will!

The neighbors will!
The politicians will!
The Communists will!
All the forces of sin will!

"Shall we ignore our children? May God forgive us if we do!" (Adapted from Heaven & Home Hour News Bulletin)

"It is extremely difficult to train up a boy in the way his father does not go."

SUNDAY SCHOOL

"We must never diminish our attention to the crucial needs for improving and expanding all of our educational resources. Yet all of us will fail to face reality if we assume that any combination of the material resources for good education can be substituted for the primary educational resource: a good teacher.

"It was never easy to be a good teacher. Nor can it be. Involvement in one's subject is essential; but even more insistent is the unending need to be involved in the lives of one's students—to work unremittingly to transmit to them, not information alone, but also the desire to learn, and to build the student's character by the teacher's consistent example of what good character means. Nothing less can teach both wisdom and knowledge; nothing less can truly educate our young." (Reader's Digest)

"Needs just don't come in designated sizes at designated times."

"A salesman who can't sell. . . a tailor who can't sew. . . a cobbler who can't make shoes—all these are tragic enough. None compares, however, with the tragedy of a teacher who can't teach, or rather a teacher who could teach, but won't undergo the necessary disciplines and training to do so." (A. Eugene Hudgens)

"Training is nature with the goal of service."

"I am optimistic about the future of the Sunday

school because:

1. We begin with the very young.
2. We have a small teacher-pupil ratio, something which the public schools have not yet achieved.
3. Most of the present Sunday school leaders have come from smaller Sunday schools.
4. The Sunday school does the obvious, in its way.
5. Of the Sunday school's value to society. (Adapted from an address by Lloyd Ahlem)

"When a Sunday school does what it should do, it becomes the most effective evangelistic program the world has ever seen." (Sunday School Progress)

"Your religion will either be a dull habit or an acute fever." (Shoemaker)

"Without goals, almost any kind of work can be made to look successful, no matter how poor it may be." (Ed Dayton)

"Dedication to no cause, or to a wrong cause, always eventually brings revolution." (C. Leslie Miller)

"It is impossible to govern the world without God. He must be worse than an infidel that lacks faith, and more than wicked that has not gratitude enough to acknowledge his obligation." (George Washington)

MISCELLANEOUS

"Suppose our generation is the next to the last one? What is our Christian responsibility to the last generation?" (Ed Dayton)

The Four Bodies

Somebody, Everybody, Anybody and Nobody were neighbors. Odd people! They were hard to understand. The way some of them lived was a shame and Everybody knew about it. For example, Somebody was gossiping about his neighbor, and Everybody knew it was wrong. Anybody knew that Everybody was talking about Somebody.

All four belonged to the same church. Everybody often went fishing or pleasure seeking on Sunday, or stayed home to visit with friends. Anybody wanted to worship, but wouldn't go to church because he wasn't speaking to Somebody. Nobody was faithful at church. Nobody tithed, and Nobody sang in the choir. Nobody did visitation.

When they needed a Sunday school teacher, Everybody thought Anybody would do, that Somebody surely would take it, and that Everybody could do better than he. Guess who finally did it? Nobody.

A fifth neighbor, an unbeliever, moved into the area. Everybody thought that surely Somebody would visit him. Anybody could have made an effort, but didn't.

How to be Up and Up

Line	UP	Members
Set	UP	Goals
Stir	UP	Officers
Pep	UP	Workers
Fire	UP	Energy
Check	UP	Absentees
Call	UP	Prospects
Fill	UP	Glasses
Plug	UP	Leaks
Jack	UP	Laggards
Think	UP	Ideas
Keep	UP	Interest
Pray	UP	Always
Look	UP	Daily
Wake	UP	Everybody
Get	UP	Early

Characteristics of a good Sunday school worker

Curious as a cat
Tenacious as a bulldog
Brash as a Charlie McCarthy
Determined as a cab driver
Patient as a self-sacrificing wife
Deductive as a Sherlock Holmes
Enthusiastic as a radio announcer
Good humored as an idiot
Self-assured as a college graduate
Tirelessly persistent as a bill collector



Miscellaneous

TEACHER RECOGNITION

Recognition of the faithfulness of Sunday school workers is important. Throughout the year special note should be taken of an individual's participation or growth and some type of recognition given. This may be done in several ways—appreciation banquets as the year ends, "Teacher of the Month" programs, public or private commendation or notes of appreciation.

The ideas which follow have been used by various Sunday schools with great success.

AN APPLE FOR THE TEACHER

An incentive program can also be a recognition program.

Every teacher likes to get an apple occasionally. And when each gets the apple—a red one, a yellow one, or a green one with a worm—according to his grade as a teacher, it has real meaning.

Let your teachers grade themselves by filling out their own Grade Cards and turning them in each month. The points are tallied and he is recognized for each achievement.

GRADING

Set up a point system whereby the teacher grades himself on the items which the Sunday school feels are most vital. Points may be awarded for any number of things, such as the following:

- Arriving in Sunday school early
- Sunday school attendance
- Attending pre-prayer meetings
- Church attendance (a.m. and p.m.)
- Midweek service attendance
- Offering
- Visual aids used
- Visits in homes
- Phone calls made
- Cards or letters sent
- Attendance at workers' conference

Determine how many points will be given for each item and list these on a Grade Card. (See sample below.) Give the grade card to each teacher at the beginning of the month. He is to fill in his card week-by-week and turn it in after the last Sunday of the month. The card is tallied and the teacher receives his report.

The Sunday school may list as many or as few items as it wishes to use for grading. Determine at the end of each month the total points which will be awarded for each item. These may vary from month to month. For example: if the Sunday school is stressing early arrival, award a greater number of points for this; if the need is visitation, offer more points for each visit made.

RECOGNITION

Provide recognition by giving each teacher an "Apple" for the Report Chart. When the Grade Card is turned in each month, tally the points and award the appropriate apple, according to the number of points for that month. Like other grading, set up a program such as the following:

- 80 — 100% — Red apple
- 65 — 79% — Yellow apple
- Below 65% — Green apple, with "worm"

Example: If the possible points for the month are 1000, and the teacher receives 850, she gets a red apple behind her name on the Grade Chart. Should a teacher neglect to turn in her report card, she automatically receives a green apple with a worm.

Cut apples from construction paper. Yarn may be used for the "worm".

Place the apple on the Report Chart. The key at the bottom will tell what the grade is.

GRADE CARD

While the Sunday school will determine the items for which it will award points, the grade card may look something like the following.

GRADE CARD

NAME _____ CLASS _____							
POINTS	ITEM	1st Week	2nd Week	3rd Week	4th Week	5th Week	TOTAL POINTS
10	Early to Sunday School						
10	Pre-prayer attendance						
10	Sunday school attendance						
15	Visits made						
5	Cards or letters sent						

"Points" column indicates the number of points received each week for that item. This should be filled in by the Sunday school before card is given to teacher. "Total Points" indicates the total number of points received for that item for the month. For example: each Sunday the teacher is early for Sunday school, she is awarded 10 points; in a 4-Sunday month, a total of 40 points is possible. For items other than attendance, a certain number of points might be awarded for each time the activity is carried out. Example: for each home visit, award 15 points; for each card sent, award 5 points. The teacher might accrue a greater number of points here to compensate for other areas; but it could also mean that the teacher might concentrate on these areas and leave the other undone. For this reason a maximum number of points might be placed on each item.

REPORT CHART

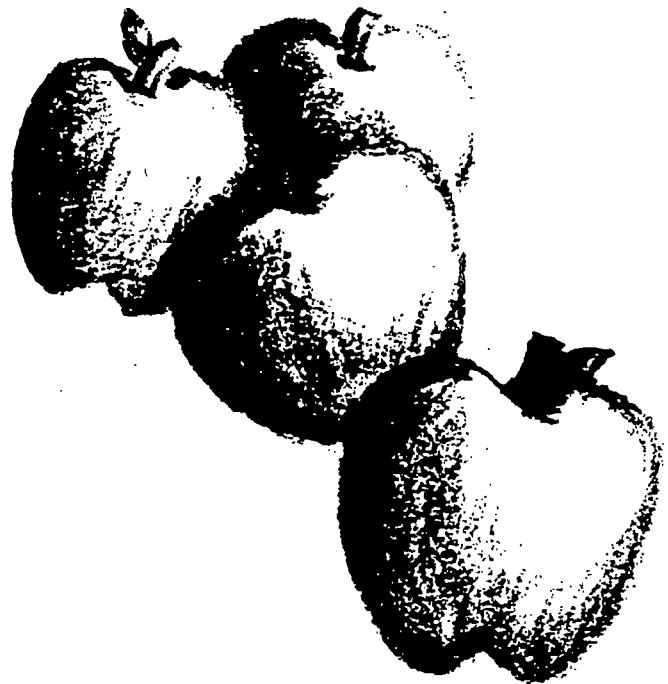
Make a large chart, at least 17 x 22, which will give the score of each teacher, month-by-month. Display this in an appropriate place in the church, where pupils may see the grade of their teacher. The chart may look like the following

"APPLE FOR THE TEACHER" GRADING CHART

TEACHER	SEPT.	OCT.	NOV.	DEC.
(Name)				
(Name)				

(Continue with column for each month)

Make as many lines as there are teachers. Write the name of each teacher in the name column. Each month



paste on the apple which has been awarded to him. At the bottom of the chart, put the grading system.

This system of recognition of teachers may work into the church's "Teacher of the Year" program.

Following this theme, the annual appreciation dinner for the staff may center on this. Stencil red apples on white paper cloths. Prepare the theme sign as a school child might. Decorate with large red apples.

Promotion / Publicity

PUBLICIZE YOUR CONTEST

Contests can be a means of publicizing your church. They make people aware of the church and its ministry. The promotion given and the publicity extended can do much to acquaint the entire community with the program available to them and their families.

But, contests can fail simply because they are not publicized. Unless people know about the attendance drive, they cannot participate.

At times we neglect to inform and involve the regular members in the contest. We forget they are not informed because as leaders we have become saturated in the program. And because they are uninformed, they remain uninvolved. No one can become enthused about something they know nothing about. Publicity for an outreach effort must begin with the members. Inform them. Leave no question in their minds as to the purpose and plans for outreach. When definite plans have been laid, begin at once to inform and challenge all. Try these ideas.

Within the Church

Begin a whisper campaign. Have one person obviously whisper the news about the contest to someone else. This person should be instructed to whisper to still another person, until it has reached around the group. Use this method in smaller groups—perhaps classes or group meetings. Follow it with details and even printed information.

Success stories. Mount and post articles about contest results of other churches. (Get these from magazines, other church bulletins; begin saving them early.) Several weeks in advance of the planning meeting with teachers, post these articles on a bulletin board and ask each one to read the articles and sign his name to a sheet of paper at the bottom of the bulletin board. At the meeting, ask for comments from any about their reactions. Use this to introduce the contest plans.

Balloon announcement. Arrange to have as many balloons as you have contest points to explain. The announcer of the contest should break a balloon each time he wishes to make another point about the contest (one for dates, one for point procedure, one for each specific rule, etc.).



Class poster. Secure a picture of each class member (a snap shot will do). Make a poster of the class, using these pictures to be added. Caption it, "Watch Us Grow". Each time a new visitor comes, take his picture and add it to the poster. Try to fill up the poster before the contest ends. (Number of pictures might total goal of class.)

Strong string. The superintendent or teacher should introduce an imaginary character called "Strong String", by showing a large piece of sturdy twine and talking about "him". Affix a piece of strong twine to a letter, with the following message; and mail it the following week.

"Hello: Do you remember me? I told you that you would see me again. I am a strong string made up of many little strings. Do you know what? If you want your department to be strong like me, it must be made up of many, many people. That means no empty chairs next Sunday morning. Can I count on you to fill a chair?"

Your friend,
Strong String

Posters. Even clever posters lose their effectiveness after a period of time. But, posters also provide an ideal way to keep the contest before the congregation. Use them to maintain enthusiasm. Change them often. Have photos taken each week of the happenings and post them the following Sunday.

Have a poster contest before the drive begins. Offer an award for the winner, but use all of the suitable posters throughout the church.

Tell the good points. Build loyalty and enthusiasm by telling the good points about your Sunday school and church. Point out those things which regular members often take for granted. Tell about the good teachers, pleasant surroundings, friendliness, transportation, projects, program, etc. (Be sure each item you publicize is true.)

Give each member a photo of the church and Sunday school buildings, with people. Once you have them "sold on the church", start a campaign to acquaint anyone they might meet with the church. Have "Let-me-present-my church week", when everyone shows the pictures and tells about the church, including an invitation.

See the "Visitation Manual" for an idea to make a pictorial booklet about the church. Let your members sell the church.

Outside the Church

Invitations. Print an attractive invitation to the church. If these are undated, they can be used continually. Concentrate on certain groups of people; whole factories and their workers, business houses, offices, etc. When possible, ask to have these included in the pay envelopes. Make these available to all members, and urge them to use them.

See other paragraphs in this section for specific publicity ideas. Any items of publicity which bears your church's name represents you. Make it attractive. You won't have a second chance to make a first impression.

Radio. Have you tried it in your community? Spot announcements, interviews on community programs, church-sponsored programs. Advertise what is happening; such as, that leaflets or balloons are to be distributed and that those who return them to the church will receive an award.

Newspaper. Most papers will take news-worthy items. Give them something to say. Make the write-up attractive, with names, pictures and specific, unique features. If ads are run, put them on other than the church page. For example, in the want ads, run an item such as "Wanted, people all ages to attend Sunday school at the Foursquare Church (address)..." Or throughout the paper, "Call (church number) between (hours) for information about the most important decision you may ever make". (Be sure someone is at the phone between the designated hours, with a clear answer.)

Handbills. Make them attractive; they represent your church. Put them on cars at the market parking lot, pass them out on the street. Have your youth wash the windshields of cars sitting on the street and then leave a handbill which says, "Your windshield has been washed by the youth of the Foursquare Church (address). We invite you to see your way clear to visit our church, (service times)..."

Parade. Everyone still loves a parade. If possible, enter a float in the local parade, even though it may be several months before the contest drive. Or, have members walk along the parade route with "gospel bombs", (cellophane wrapped tracts and invitations), and throw them into the crowds. These might include a redeemable "ticket" which, when returned to the church merits an award.

Telephone. Start a "Telephone-the-Town" campaign. Take pages from the phone book and assign a page to caller. Instruct them how to call, what to say, and how to invite them to Christ and to the church. Set aside a week to call everyone in town.

Use the "Televisitation" method also.

Telegrams. "Gospelgrams" or "Mars-o-grams" (space contest), whatever you call them, are stimulating. Have them delivered by church members the Saturday preceding the contest Sunday. They might be singing telegrams, too. Contact every absentee and prospect.

Signs. In windows, on side of buildings, on cars, billboards, in taxicab ad space, bumper and window stickers, posters. Write—to be read.

Letters. Sponsor a "Postcard Crusade", when each member is asked to personally write a friend, telling him about the contest. Ask for accountability to determine the number of cards or letters sent.

Candy kisses. Throw hands full of these into crowds of children from cars. Include a "ticket" to be returned to the church and a tract. Some might include a mystery number for a prize.

Doorknob hangers. Print a ticket on the hanger with six dates (or the number of Sundays of the contest) on it. If the ticket is brought to the church for any particular Sunday, or if it is punched all six Sundays, an award could be given. Advertise the special features of the Sunday school on the other side of the hanger.

Novel ideas. The possibilities are unlimited. From an airplane throw "flying saucers" (paper plates) with invitation to Sunday school on it. Walk up to a group of children playing in the street and scatter a **handful of pennies** on the pavement among them. Quickly a crowd will gather and when the mad scramble for the pennies has ebbed, candy and balloons can be distributed. A serious talk about the Sunday school and an invitation to it can follow. Staple **bubble gum or candy** to an invitation to Sunday school or a "ticket". Distribute them to children. Dress up some "Kiddy Kops" and have them stand on Saturday morning on a busy street corner with a sign, telling about the Sunday school. Others might give each driver a written invitation as he stops at the sign of light. Some churches have given away a "jalopy" to the teen who brings the most to Sunday school. Park the jalopy near the high school, with a sign on it.

ENLARGEMENT



PLEDGE TO SUNDAY SCHOOL

Try this pledge of allegiance to the Sunday school. "I pledge allegiance to the Sunday school, the part of God's church that is particularly used of God to teach His Word to people of all ages, and to reach out to the lost. God helping me, I shall respect the Sunday school, attend the Sunday school, use the Bible-study materials furnished me by the Sunday school, give in the support of the Sunday school, and use my influence to get others to attend the Sunday school. This I pledge for Jesus' sake."

CERTIFICATE OF PERFECT ATTENDANCE

Mimeograph a simple certificate to be presented to all who have perfect attendance during the drive. Present these at the time other awards are given.

THEME SONG

Using the tune of a familiar song or chorus, write simple words to carry out the contest theme. Be sure to choose a "cheerful" tune.

PRACTICE CONTEST

One or 2 weeks before the beginning of the contest, have a "Practice Contest." Challenge another church, or have simple competition between classes or departments within your own church for just one Sunday. Keep the basis for counting the same as will be used in the contest. The theme for the day might be a rally-type or round-up emphasis in preparation for the coming several-week contest.

MR. AND MRS. DEADHEAD

Have the superintendent introduce "Mr. and Mrs. Deadhead," dressed in ridiculous old clothes. "Ladies and Gentlemen, we want to introduce to you Mr. and Mrs. Deadhead. They are leaving our Sunday school because they don't want to participate in the attendance

contest. They don't like all this (quote) confusion (unquote). They don't believe the contest will be a success because: 1) They don't know anyone to bring to Sunday school; 2) They are busy; 3) They're tired; 4) Our Sunday school is slowly dying and there's nothing we can do about it anyway.

"Notice these special 'Deadhead' shoes. They'll be on display on the table outside the church. They're for anyone who feels as Mr. and Mrs. Deadhead do. We hope no one in this Sunday school (or class) will fit into them."

BREAK THE RECORD

Using a phonograph record, break it over the head of the superintendent or pastor, or teacher if the record (goal) for that week is broken.

COMMUNITY TIE-IN

Use the events of your community to attract people to the Sunday school. For example, if construction is taking place in your city, have a "Building for Eternity" week; if it is harvest time, have "In-gathering" or "Gatherers Together", etc.

SLOGANS

In keeping with the theme of the contest, keep catchy slogans before the people. Say them, post them, write them—use them often.

CATCHY PHRASES

Picture of a lion, "I'm not lion when I say..."; Whale, "It's a whale of a..."; gravel, "Don't leave a stone unturned...". Attach or draw these to postcards, use on posters, etc.

KICK-OFF

This is important; get off on the right foot. Have a

"Parents' Workers', and Pupils' Party." Use this time to announce the contest and solicit cooperation. Make it "fun"—lighthearted, but with a full, simple presentation of the contest purpose. Leave no doubt of the spiritual concern and challenge involved with it as well.

TRUANT OFFICER

Send truant officers to get those who overslept, or to round up those who might be found on the street or in the yard when Sunday school is in session. Sign them up for Sunday school next week. A "summons" might even be used for absentees.

MEN AGAINST WOMEN

Stir up competition between men and women with phrases such as the following, "Beat the Wimmen." One week the men might write, "Sabotage is the word for it!...230 women in Sunday school and only 147 men..we suspect that the ladies made their husbands stay home, so please, ladies, take the chains off those husbands and let them attend men's class this Sunday." Or, 147 men present...230 ladies... that means 83 ladies did not bring their husbands with them. Come on girls, fight fair."

CITY OFFICIALS

Invite the mayor, police chief, other city or county officials to the Sunday school for the contest kick-off. Advertise that this official is to be in your church. Ask him to bring a greeting and perhaps tell the value of the church in the community. If he is a Christian, he may take a more active part. If a policeman is invited, he may arrive in his police car, which brings added interest for the children.

SPECIAL DAY FEATURES

During the contest designate certain Sundays for certain people. For example, have "City Employee's Day" for which all city officials and employees are given a special invitation to attend Sunday school; "School Days," when all students are invited. (Invitations for this might be passed out at the school—in compliance with city rules.); "Veterans' Day", "Business Day", include every business person from the drugstore to the mayor's office. Personally invite the "boss" of each business and provide him with printed invitations to be given to his employees. Also, try "Neighbor Sunday", "College Day", "Baby Day", "Relatives Day", "Family Adoption Day" (each family brings another family); "Praise Sunday" (victory report), "No Excuse Sunday"; "Old Clothes Sunday (Conquer "I-don't-have-anything-to-wear" attitude). On these special days, recognize these "special people" with a reserved section, a badge, or special greeting.

LOYALTY PLEDGE

Ask each member to sign a pledge card, stating his

intention to be loyal every Sunday during the drive. This card might also include a pledge to be active (visit, pray, telephone, etc.) in making the contest a success. These might be signed at the introduction dinner or rally.

HOW TO PREPARE FOR A CONTEST

"Push", said the button

"Take pains", said the window

"Be straight", said the ruler

"Stick to things", said the paste

"Be up to date", said the calendar

"Never miss a second", said the clock

"Be sharp", said the ledger

"Be well read", said the red ink

"Absorb everything", said the blotter

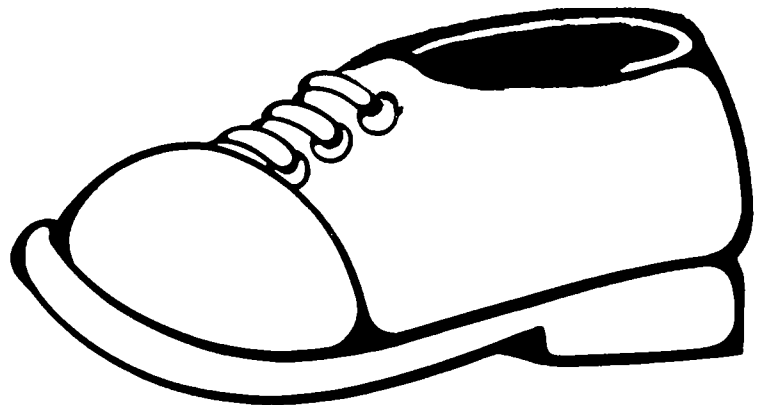
"Rally on Rally Day", said the Rally Day

Commit to a committee. Get busy!

VISION

Two shoe salesmen were sent overseas to establish business contacts. One salesman stayed on the east side of the continent; the other on the west side. After a month one salesman sent this telegram to the home office: "No sales during first month; prospects very dim, everybody goes barefoot."

The other salesman wired home with an order for ten dozen shoes indicating, "Prospects bright, everybody needs shoes!"



ENLARGEMENT



VOTE FOR SUNDAY SCHOOL

In a year of national election, enlargement drives and contests often take on this theme. Banners and posters boast the colors of the nation and Sunday school citizens are spurred on to exercise their privilege of voting for Sunday school.

The local interest and current campaign can spark many ideas for "Vote for Sunday School" drive. The following seed thoughts may add to the local church's plans, and provide added ideas for development of a most successful campaign.

ELECTION TERMS

Platform. The platform is the declared policies of a candidate or party. The Sunday school platform has several planks. Each "plank" is a goal for the drive. They can be:

- Spiritual advancement through prayer
- Outreach
- Personal evangelism
- Increased enrollment
- Increased attendance

Define the platform planks clearly; don't leave "voters" dubious about your purposes.

Citizen. Each citizen of voting age has the privilege of casting his vote for or against the candidate and the issues. A "vote for Sunday school" is cast each time a Sunday School Citizen attends. All attenders become citizens. Extol the citizen's rights and how to keep them.

Party workers or members. Each candidate in an election has a core of party workers who labor to get the vote. Often when total manhours and dollar expenses are tabulated the figures are overwhelming. Appoint party leaders (committee chairmen or team captains) and form parties (committees or contest teams).

Define clearly all terms used, thus avoiding confusion.

Consider the following:

- Campaign headquarters — Sunday school
- Candidates — those competing for election
- Parties — "Bell Ringers", "Door Knockers", "Repubocrats", "Independents", "Demublicans", "Barnstormers", "Stumpers"
- Party Chairman — captain of team
- Platform — goals
- Planks — specific aims
- Polls — voting booth or box
- Ballot — voting form
- Primaries — nomination of candidates
- Registration day — sign-up of workers
- Stumping — rounding up of prospects and visitors
- Barnstorming — quick survey of the community for prospects
- Election bulletins — contest information
- Final returns — last results of drive
- States, Provinces or Precincts — classes
- Election Board — committee chairmen, or other leadership group

PUBLICITY

Banners and Pennants. Display them or have "pickets" parade them.

"Get out the Sunday School Vote"

"Stop Me for a Ride to the Polls"

"No Vote By Remote—Attend Sunday School"

"Vote to Promote the Sunday School"

"Vote 'YES' for Sunday School"

Bunting: National colors (red, white and blue for U.S.; red and white for Canada) buntings may be purchased or made from cloth or crepe paper. Use bunting liberally on the platform, halls, and classrooms.

Ballot Boxes. Weekly each attender should cast his ballot by placing it in his candidates' ballot box.

Campaign Posters. Use the theme with national colors. Change these throughout the drive.

Regular political campaigners use bands, parades, entertainers, rallies, garden parties, banquets, registration campaigns and many more things to publicize the candidate and the issues. Try them all.

Label Pins. The name of the candidate, party, theme of the campaign or Sunday are just a few things which might appear on the label pins. Make them from light-weight cardboard with a pin attached to the back; make them colorful.

CAMPAIGN STRATEGY

Register the vote. Use the first Sunday of the drive to register all "voters". All who do not attend that Sunday are prospects for the parties (teams) to contact. To register, they must attend.

State the platform. Define the goals (planks in the platform) and explain the rules for the drive. Allow candidates to challenge their teams to victory.

Rally the support. Use trumpet fanfares and group singing to build enthusiasm. Such songs as the following add spirit to the rally.

"American the Beautiful"	"O Canada"
"As a Volunteer"	"Forward March"
"Victory"	"Victory Ahead"

Use familiar tunes and write new words. An example might be, "Bringing in the Sheaves" becomes "Vote for Sunday school. . . every Sunday morning, vote for Sunday school". Print the words on large posters or prepare individual copies for each one.

Primaries. The week before the opening of the campaign, divide the school into "parties". Any person may run for nomination in his party. Votes are cast the following week; "votes" are visitors brought by the candidate.

Campaign. Determine what will constitute a vote, (the rules of the competition) the length of the campaign, and strategy for the drive.

Campaign Manager. The team captain should be an enthusiastic person who can rally the party to action. He is the "campaign manager" and should weekly prepare a rally speech for presentation at the weekly rally.

COMPETITION

Competition between teams, classes, departments or other units may provide additional challenge to see your goals accomplished. Try some of these:

Teacher of the Year — teacher of class with greatest increase.

Precinct competition — each class may organize to elect a candidate. Every class can elect its own campaign manager, publicity chairman, vote getters, etc.

Individual competition — Elect a "Christian Citizen of the Week or Year", "Uncle Sam" or "Uncle Canuck"; "Miss Canada" or "Miss USA"

Medal of Merit — for those who perform exceptional work. Cut it from self-adhesive paper and letter "Medal of Merit". Attach ribbon of national colors.

WEEK-BY-WEEK PROGRAM

Designate each week a special part of the campaign. Some of these might be

"Barnstorming the Precincts" — door-to-door survey and visitation

"Stumping for Family Votes" — involve families in reaching other entire families

"Getting Out the Youth Vote" — concentrate on younger ages and teens

"Informing the Vote" — concentrated visitation on 1-time visitors (an evangelism visit possibly)

"Visit for Victory" — the week before the Victory Rally

"Vote for. . ." — a Christian community, Christian homes, Christian citizenship, righteous government, freedom—anything which fits the theme and locale.

"Victory Rally" — the last Sunday of the drive, to announce the victors

"Blitz March" — a 1-day literature-invitation-drive.





INDIAN THEME

The Indian theme is a very simple but colorful theme for an attendance drive or incentive program. Use the following ideas for resource and develop the drive for your Sunday school.

Research the Indians of your area

Perhaps your area is rich in Indian lore and historically founded on this. As a class or individual project, ask children or youth to do research about the Indians which were in your area. Allow a few minutes for reporting on this, or if written reports are given, make a scrapbook on the Indian life. If there are historic Indian sites near you, plan a visit to these sites.

Feathers

Give each one present a feather to wear in his lapel or on her dress. Ask them to wear this the next week until they have invited someone to attend Sunday school. Then they might give this feather to that individual, and tell him he can turn it in on Sunday.

Wampum

Make up Indian "wampum"—paper tokens worth points. Use these as point rewards for visitors, memory, etc.

Absentee follow-up

Have the class members sign an absentee card for each one not in attendance that week. The teacher then mails this card the first part of the week, with a short note on it, telling the absentee he was missed.

Ask for volunteers who will call the absentee that week, reminding him he was missed.

Enlargement

Headdress

+ Secure enough headdresses for each one with perfect attendance to have one at the end of the contest.

+ The Sunday school staff might wear headdresses during the program to lend atmosphere and excitement.

+ Since the feathers from the headdress are removable, allow the departmental superintendent or teacher to wear a full headdress if his class or department meets its goal that week. If not, he must remove some of the feathers that week.

During the program, allow the pupil who brings the most that week to wear the headdress. Declare him the "leading brave or warrior" for the week. The one in the class or department who receives the greatest number of points at the end of the program is declared the "Chief" and awarded the full headdress to keep.

Talking Totem Pole

Using your young people, "build" a totem pole, lowest person on his knees, next half standing behind him, third standing full height, etc. Use an Indian blanket and/or masks to cover them. Have each "face" talk, advertising the program.

These "totem" might speak among themselves, discussing the coming activities; sing together the contest theme chorus, etc. The more "Indian talk" they can include the better ("heap big", "How", "Ug", etc.)

Smoke Signals

Have two men, dressed in Indian garb and with blankets, working over two different simulated fires and pretending to send smoke signals. One may watch and then repeat what the other "said" (an announcement of the coming program, etc.) and then return the message or answer to the first.

Pancake Pow Wow

The Saturday morning before the program begins, have a Pancake Pow Wow. If weather permits, have it outside on the church parking lot. Strive to get all of the

Tribes (classes) there. If you wish, advertise it as a community affair. Add atmosphere by having persons dressed as Indians, and if possible secure totem poles, Indian blankets, relics, for the tables.

When the tribal members are finished eating, challenge them to "leave the reservation" to make a home visit today, inviting "Wooden Indians" (inactives) to Sunday school tomorrow. Have a list of prospects and inactive members, and furnish each with a card to fill in and return. Allow points for each visit made, and points for the tribe (if contest is included in your program). Visitors card must be turned in the next day in order to collect the points.

On the War Path

Get your Sunday school "on the war path" against last year's attendance—to better it this year; against absenteeism—to stamp it out; against uninvolved Sunday school members—to activate them as working Christians.

The teams might "declare war" on each other, to win over them.

Tepee

If possible, secure a large tepee. Set it either in front of the church, or in one of the children's departments. Allow the class which has the greatest increase to have its class in the tepee the next week.

Sand Table Scene

Build a small Indian village in a sandtable or as a tabletop display. From week to week add tepees, the fire, Indians, etc. (This would be a fine pre-session activity.)

Indian dolls and artifacts may be purchased at the local variety store, and might well serve as awards at the contest's end.

Indian Names

Allow the children to pick Indian names for these weeks. A few suggestions, "Laughing Waters", "Little Fawn", "Happy Hunter", "Minnehaha", "Scar Face", etc.

Indian Choruses

Tune of "Jesus, Jesus, Jesus"

We are little Indians
Working for the Lord.
We are little Indians,
We will win the Big reward!"

Tune of "Bringing in the Sheaves"

Come and join our tribe,

Come and join our tribe,
Be a Pow-Wow Indian
Come and join our tribe."
(repeat)



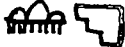











Tune of "Jesus Loves Me"

Indians love our Sunday school
For the Bible is the rule.
Boys and girls we're out to win
That they may be free from sin.

Chorus:

Yes, we are Indians
Yes, we are Indians
Yes, we are Indians,
We love our Sunday school."

Indian Signs

	GILA MONSTER—Sign of the Desert	
	COYOTE TRACKS—Good Prospects	
	RAIN CLOUDS—Good Prospects	
	LIGHTNING AND LIGHTNING ARROW—Swift-ness	
	MORNING STARS—Guidance	
	RUNNING WATER—Constant Life	
	RAINDROP, RAIN—Plentiful Crops	
	SKY BAND—Leading to Happiness	
	MEDICINE MAN'S EYE—Wise, Watchful	
	TEPEE—Temporary Home	
	HOGAN—Permanent Home	
	MOUNTAIN RANGE, BIG MOUNTAIN—Abundance	
	HOUSE OF WATER, FENCE—Guarding Good Luck	
	ENCLOSURE FOR CEREMONIAL DANCERS	

VISITATION TIPS



The purpose of these pages about visitation is not to discuss the Sunday school's consistent visitation program. A book, "The Visitation Manual"* is provided for this. Such a program should characterize every Sunday school, as it is a continuing method for outreach and effective ministry to pupils. The following visitation tips are offered to provide occasional new innovations and incentive for visitation among Sunday school workers. While these inclusions in the school's program may meet immediate needs and provide opportunity for ministry, it should be pointed out that they will not suffice or substitute for the regular visitation program.

Everyone would like to find the ideal visitation program. . .the time, the place, the way that will always work. But there just isn't one. The successful visitation program is more a vision and an concern than a program. The person who realizes visitation is God's plan and command and its proven effect in building the kingdom of God will find the technique that will work best in his situation.

SUNDAY VISITATION

Each Sunday afternoon, after dinner, visit one pupil. Such a visit may be brief and allow the major portion of the afternoon free for the teacher. Each Sunday morning in class, talk privately with the pupil who is to be visited, to insure that he will be home and free. If he is not free, talk with another pupil.

VISITATION BY CHILDREN

In teams of two or three, send children visiting in a designated neighborhood. They might ride their bicycles and pass out invitations to Sunday school as they meet children and parents on the street. Too, they should stop and knock on doors with invitations and literature about the church.

Give the children brief instruction. Tell them to state their name, with a smile, to tell why they are calling and to give out the materials which have been provided for them. Instruct them not to enter the houses or apartments. Provide each team with cards and pencils to record name, address and phone number of prospects.

MOVING-VAN ALERTS

Institute a "moving-van alert" among church mem-

* Order from Foursquare Publications

bers. When a moving van is spotted in the neighborhood, instruct the members to go to the new neighbor, introduce themselves and offer help. The family might prepare a hot dish and take it to the new family or invite them for dinner. If there are children in the families, "junior" might invite the new neighbor child "over to play". Tell the new neighbor about your church and invite them to attend. Keep after the family until they are saved and into the church.

LESSONBOOK VISITATION

At the beginning of each new quarter, the teacher takes the new lessonbook to the home of each pupil. This provides an opportunity to explain its purpose to the parents and to solicit their cooperation in having their child complete it each week.

For teens and adults, briefly thumb through it, explaining the theme of the quarter and how it will relate to their lives.

SQUAD CARS

Send out several "squad cars" with two people in each car. As they tour the community, wherever a

child is seen on the street, or in a yard, the worker gets out of the car and gives the child an invitation to Sunday school and a small gift (balloon, pen, etc.). Get the child's name, address and phone number, and follow up within a few days.

AVAILABLE TEACHERS

The teacher can let the pupils know when he is free and can be reached by phone. Encourage them to call for any reason.

On a designated evening each week, invite students to "open house" when they can stop by to talk with the teacher and with other students who may be there.

SHARE SITUATIONS

When there is a project which the teacher is engaged in, invite students to help—painting the class room, moving furniture, anything. During this time, is an ideal time to get acquainted in an "everyday" atmosphere.

BREAKFAST MEETINGS

Invite students to breakfast, either at the home of the teacher or at a near-by restaurant. Eat and talk together for a while, and then drop the pupil off at school or work.

VISITATION PARTIES

Make visitation night an enjoyable evening out for young adults and a profitable one for the class, too.

The teacher or other adult may invite the class members to bring their children to his home or to the church where they will be cared for while the parents—class members—make the calls. Set the visitation hour for early in the evening. After a time of prayer, the group starts out in units of two couples to call on the families assigned to them.

After visitation, mid-evening, the couples can return to the "babysitters" for light refreshments and reporting of the visit. Those visited might even be brought back, too, for fellowship.

In addition to visiting absentees and prospects, parents are freed of parental cares for a few hours, without the expense of a babysitter, and class members are bound in a new fellowship-evangelism effort.

IDEAS TO DEVELOP

Mr. or Ms. Friendly. Mystery person to look for a most friendly person in the Sunday school and church.

Bell Ringers verses the Door Knockers. Visitation teams competing.

Visitation Board. Pegboard with hooks or nails. Person takes the card and leaves his name on the remaining half. When the visit is made, the card is returned.

Mystery absentee. Display a poster with the names of all those to be visited. Designate one as the "Mystery Absentee". The person calling on him that week receives the recognition.

Walking Revival. Designate 1 or 2 weeks as "Walking Revival Weeks". The "evangelists" are those who are willing to visit. Designate revival time for each evening.

String on Your Finger. Give each person a string to tie onto his finger. He is not to take it off until he has visited someone that week.

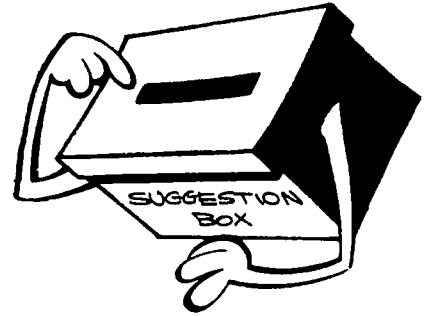
Dial-a-Ride. Advertise a ride for anyone who needs transportation. When the call comes, visit the home briefly to introduce that person to the church

Walk-a-Thon. "Soles for Souls" might be the theme. Challenge families to walk around their blocks, inviting neighbors to Christ and to the church.

Car Caravans. Have a "Drive In", not a "Sit In". Challenge teens to drive their cars to visit prospects.



TEACHING TIPS



All realize that involvement is necessary for true learning. Parents know this, so instead of feeding their child year after year, they let the child learn to feed himself. Teachers know this and therefore instead of letting the pupils only listen as they do the arithmetic problems, they allow the pupils to try. The proverbial "swimming lessons by correspondence", too, point up this truth: we all learn by being involved with the activity of learning.

This is of course true, too, in the Sunday school. Students must be involved with the learning if they are going to understand and appropriate the truths taught to their lives.

Research shows us that the amount of involvement is in direct proportion to the learning which occurs. A recent study on how people learn, conducted by Socony-Vacuum Oil Co., revealed that people remember the following:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say as they talk
- 90% of what they say as they do something

Such facts challenge conscientious Christian teachers to involve pupils in activities which help them learn better. Such learning activities should be a part of each lesson.

With the new emphasis upon total-session teaching—using the entire Sunday school time (from the time the pupil arrives) to develop one central lesson aim—learning activities can and should be a part of this teaching procedure.

BIBLE LEARNING ACTIVITIES

Bible learning activities are those activities which involve the pupil to bring about the following results:

1. To reinforce Bible truths taught.
2. To help the pupil put the Bible truths into practice.
3. To develop the pupil's skill in using the Bible.

They are more than games or "play". Each has a purpose. They are *learning* activities, and they are *Bible* learning activities.

In order for Bible learning activities to be effective they must:*

1. Get the pupil into the Bible for purposeful Bible study.
2. Coorelate with the lesson taught, and thus contribute additional reinforcement of the lesson or unit of study.

Activities which do not do these two things may well be deterrents to Bible learning rather than helps.

There are basically three *types* of Bible learning activities: These are:*

1. Those used primarily to arouse interest or capture attention.
2. Those that help children find facts or discover information.
3. Those designed to encourage children to express knowledge, understanding or feelings.

The following Bible learning activities may be used throughout the Christian education departments of the church. Care should be taken to assure that they meet the above guidelines when they are implimented.

*Adapted from *Ways to Help Them Learn*, Bolton, Regal Books, Gospel Light Publications.

SONGS THAT TEACH

New words can be written to familiar tunes to teach Bible facts and knowledge. For example, the familiar tune, "Bringing in the Sheaves" is used to teach the names of the 12 disciples and titled, "There Were 12 Disciples". The tune of "If We All Will Pull Together" has words written to it which teach the books of the Bible. (Both of these songs are found in the book *"Songs for Children"*.)

BOOKS OF THE BIBLE

In addition to the song above many activities can help pupils learn the books of the Bible—a necessity for effective use of the Scriptures.

Crisscross Puzzles. Allow the pupils to make up (or make beforehand) crisscross puzzles into which the books of the Bible will fit. A smaller group may create one of these, the teacher can mimeograph enough copies for the entire department, and it can be presented as a pre-session or learning readiness activity. Consult crossword puzzle books for ideas and arrangement of words.

Rhymes. Make a list of words which will rhyme with the names of the books of the Bible being studied. For example: "robe" for Job; "calms" for Psalms, etc. Ask pupils to not only find the name of the book, but to then put them in their proper order.

Allow pupils to add to the list and to challenge others within the group to identify and categorize the names. Or, type the names of all of the books of the Bible in proper order, only omitting those that have rhyming words. Allow pupils to put in the proper rhymed book.

Matchbox library. Secure 66 small match boxes. Cover each box with construction paper—a different color for each division of the Bible; i.e., the Books of Law one color; Books of History another, etc.

Pour out the matchbox library to disrupt the order. Allow the pupils to work with the boxes to put them in to proper order.

Small slips of paper with memory verses on them can be placed in the boxes, too, thus it's used as a memory tool when pupils choose the verse to be recited.

Cassette. On a cassette tape, record the books of the Bible, omitting the name of some books, and substituting a number instead. Supply the listener with a piece of paper upon which are listed the numbers which correspond with the numbers on the tape.

When listening to the tape, he is to write down the name of the missing book beside the number which corresponds with the number on the tape. Allow a brief pause on the tape to give time for writing.

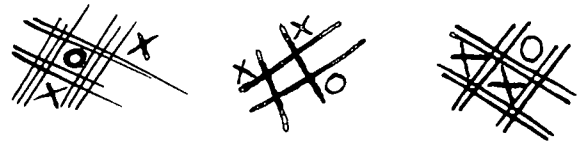
When the worksheet and tape are completed, supply the pupil with a correct listing. Allow him to compare his answers. (Most effective with pupils who have completed some preliminary study of the books of the Bible.)

GAME BOARDS

Allow the pupils to make up games which can serve as review or reinforcement tools. As other learning activities, these games should follow the basic rules outlined at the beginning of this section.

Game trails. Design a trail gameboard (somewhat like Monopoly). Allow pupils to designate what each square will be—always keeping in mind these must pertain to the lesson or unit aim. Such a board may be designed to entirely deal with memory verses, too.

Secure a marker for each player and make questions to be answered so the players can progress around the board.



Tic-Tac-Toe. Invite the pupils to review the lesson text and write questions over the materials. Design a tic-tac-toe board, with each square designating a specific topic. (If the lessons are about David, one square may represent questions about Saul, one David, Jonathan, Solomon, etc.) The participant in playing the game tells which square he wants and must answer the question dealing with that particular topic.

This activity may be used for a seasonal theme, too. Each square might represent an aspect of the Christmas story and the information called for portray this message.

Spinner games. Design a round piece of posterboard with a spinner attached in the middle. Around the edges put block numbers, as many as can be arranged.

After pupils have written out questions about the lessons studied and have numbered them to correspond to the numbers on the posterboard game, allow each pupil a chance to turn the spinner and to answer the question which is numbered the same as the number at which the spinner stopped.

INTERVIEWS

Stage an interview with the specific Bible character you are studying. This person could be a pupil (or several pupils) or an adult. Whomever is chosen must be knowledgeable about the incidents in the life of the Bible character he represents.

Allow pupils to make up questions which can be used in this interview. The "Bible person" should be costumed in garb depicting the dress of the biblical time. (Good research for the group, too.) The interview, when completed, should have covered the major points of the lesson or unit study. Questions can be included which tell how the character felt about and reacted to the incidents depicted.

WALL CHARTS

At the level of the pupil, cover the wall with long sheets of butcher or shelf paper. Provide a section for each lesson of the unit to be studied.

After each lesson allow the pupils to draw the major incident of that lesson. Title that portion of the chart. Each week add to the chart until at the end of the unit each lesson is depicted.

Review the chart with the pupils, thus reviewing the lessons. Include the application for their own lives.

GUIDES FOR MAKING QUESTIONS

1. Cover the major points, not minor issues.
2. Cover specific facts you want the pupils to remember.
3. Each question should be clear and stand by itself.
4. Progression in questions is unnecessary.
5. In competition, make all questions of the same relative complexity, not very easy questions and very hard questions (unless point differences are allowed).
6. Questions should make the pupil think; challenge him.
7. Questions should be factual, not interpretive, when competition is involved.
8. Allow pupils to make questions whenever possible. Guide them as they begin.

TEACHING PRAYER

Sunday school teachers can put clearness of meaning to prayer by use of pictures and objects. From a large box of pictures or number of objects, have each child choose an item which represents something he especially likes. As he holds the picture or object, he will say, "Thank you, God, for our mothers (or whatever the object represents). The teacher may then help him by leading into conversation such as, "God, show me how to help my mother." Prayer will have meaning when it becomes conversational and related to the child's life.



CONVERSATIONAL PRAYER

Little children love to use the telephone and to imitate their mothers and fathers. Telephones can teach them how to pray to their Heavenly Father.

From posterboard, make a large telephone dial. Paint or glue on in black letters, "G-O-D". Place a circle over the letters, leaving approximately 3-inch holes for dialing, through which the letters can be seen. Fasten the circle with a paper fastener.

Make the phone receiver on separate paper, using yarn as the connecting cord. Fasten the phone in an easily accessible place for the children to use. Allow each child a chance to dial and thank God for something He has done.

PRAYER HABITS

Buy or make some small novel containers for each member of your class. Write prayer requests on small cards to fit into the container. Have each pupil draw one request from your hand, place it in his container and take it home to use at prayer time each day. If they remember to pray for this need five of the seven days, they may bring it back and exchange it for a new request. This does not mean they do not pray anymore for that first item.

Make it voluntary for those who wish to do it. There may be some pupils who have requests, too, that they wish to include. Requests which include exciting facts or urgent needs will often grip children and prompt prayer. Help them in this way to develop good prayer habits.

PRAYER BY FINGERS

Teach pupils to use their five fingers as a guide for prayer. The thumb, which is nearest the body, repre-

sents people near to us—members of our family, close friends, other loved ones. The second finger, used for pointing, stands for those who 'point up' the way to Christ—ministers, missionaries, church workers. The third finger is the tallest—for leaders of our country. The fourth finger, according to many pianists, is the weakest—for people who are in need because of sickness, trouble, or poverty. The little finger, smallest and least important—for ourselves.

When praying, the pupil uses his fingers to remind him to pray for these persons.

ROOM ACCESSORIES

Rooms teach, too. Create a learning atmosphere by the items which appear in each room.

BULLETIN BOARDS

+ Before placing pictures or other items on the bulletin board, cover the board with light green or pink crepe paper, thus creating a refreshing area of color.

+ Cover a sheet of Celotex or similar material with a pastel colored decorator's burlap. Bind the edges with tape or colored adhesive tape.

Mount pictures for the board on construction paper or cardboard. (These can later be put into a picture file.)

+ Bulletin boards should always be placed at eye level—of the pupils, not the teachers. For smaller children, include "touch-and-feel" items.

WORSHIP CENTER

Repeat the color used on the bulletin boards as a covering for the worship center table. On the mat, display an open Bible, surrounded by items which depict the season or theme (spring flowers, snow flakes, etc.).

MOBILES

Use old Sunday school pictures or take home papers to decorate the classroom. Cut out the pictures and paste them to paper plates. Cover with plastic wrap, drawn tight to look like glass. Punch holes in top edges and add ribbon bows to each. Add a Scripture under each picture. Hang these as mobiles in the room. (Metal coat hangers make fine bases for mobiles—used either in their regular shape, or pulled into a circle.)

Create a mobile to fit the day's story. Example: Make an ark from heavy construction paper and hang cutouts of various animals from the ark. As the stories are reviewed, too, hang the mobiles again.



GROWING THINGS

+ Plant an herb garden—rosemary, spearmint, wild marjoram, sage, chives all have delightful smells and tastes. Allow the children to plant the seeds. When leaves appear, carefully remove several and wash them. As the children handle and taste them, ask, "Does this leaf have a good smell? How does it taste? God planned for these plants to have a special smell and taste and he made your nose for smelling and your tongue for tasting. God is good!"

+ Carrot tops (with a small stub of the carrot to balance it) placed into water grows easily. Sweet potatoes make nice plants and take very little care.

SANDPAPER BOXES

Collect cardboard boxes in various sizes—hosiery or shirt boxes are ideal. Glue coarse sandpaper to the outside of the box cover. Add a collection of bright yarn scraps to be stored in the box. The idea: to make outline pictures by pressing the yarn into the sandpaper. Mistakes can be obliterated in a moment and the whole picture removed whenever the "artist" wishes.

TABLE TOP DISPLAY

Place a transparent plastic cloth on a table. Under the cloth place pictures pertinent to the lesson, a map of the Holy Land, hand-lettered Bible verses for review, lists of absentees, snapshots of the class members—anything. Do not allow the display to become cluttered, and change it often. Use it for season emphasis, too.

"SPRING" TREE

Place a bare branch with a tree-like shape into a large cheese carton filled with gravel and rocks. Decorate the tree with blossoms made of tissue paper. Add such items as butterflies, artificial bird or bird's nests, etc. Use as a room decoration only, or add the names and pictures of children—in the center of a flower. As they enter each Sunday allow them to place their picture to the tree that week.



christmas

CHRISTMAS is sharing - God shared His love through His Son

CHRISTMAS is missions - Jesus became the first missionary

CHRISTMAS is giving - God gave His Son; Christ gave His life

Christmas is many things. What does it represent to you? Your Sunday school? Make it Christ-centered and Christ-exalting. This means sharing Christ to those who visit on Christmas Sunday. And it also means sharing Christ with those in the community who will not visit the church.

PROGRAMS

The purpose of each children's program should be carefully considered. More than merely dressing children in attractive costumes so they can be smiled upon and applauded by adults, the children's program should exalt Christ and present a specific message. This means more than a group of recitations and songs hurriedly put together and presented without practice. It entails careful selection and presentation; perhaps not perfect, but with forethought and true meaning.

Sources: Complete programs (with true Christmas message; adaptable for any size church.)*

Moody Press

The Characters of Christmas Meet Christ
The Characters of Christmas Speak
Christmas is a Miracle
The Gates of Christmas
The Gifts of the Wise Men
The Three Gifts of Christmas
Christmas Stranger
God's Christmas Vessels
The Message of the Bells
No Room in the Inn
To All People
Unto Us... A King
Who Is This Babe of Bethlehem?

*Available from Foursquare Bookshop, 1100 Glendale Blvd., Los Angeles, California 90026.

Concordia

The Cross in the Christmas Tree
Words of Joy

Scripture Press

Bethlehem Treasures

Gospel Light

Christmas is Old Fashioned (drama)
Found: One Christmas children's program

Christmas Program Helps (short recitations, fill-in materials, readings; not a complete program)



BIRTHDAY REMEMBRANCES

Jesus should have the focal point at Christmas time. It is His birthday. He expressed the greatest love in coming to die. Honor Him on His birthday.

Birthday Cake

Prepare a large three-tier cardboard cake. Decorate it to resemble a birthday cake. A small Christmas angel or Bethlehem star makes an ideal cake center decoration. Prepare slits in the top for candles to be placed. (These may be cardboard, too.) Begin the first Sunday of December to allow pupils to bring their birthday gifts to Jesus on His birthday. For each dollar received, a birthday candle is placed on the cake. On Christmas Sunday the cardboard cake and candles might be replaced with a real cake and candles. Count the candles that week to determine the total love gift to Jesus on His birthday. Light the candles.

If the cake is decorated thus, a brief Christmas program may be built around the symbols, with recitations and songs chosen to relate the meaning of each. Make it a happy-birthday-for-Jesus program. Such a program and celebration might become a community-wide witness.

The money collected through this project might be used outside the local church, thus impressing the pupils with the true meaning of this day. This might be

used for missions, a needy family, an orphanage, etc.

At the close of the last Sunday, invite each one present to have a piece of Jesus' birthday cake. Enjoy a time of fellowship.

Or, prepare a cake which is symbolic of Christmas as Jesus' birthday.

An angel in the center	– the shepherds' story and promise of peace
Star	– the wise men's quest
Candles (20)	– each one representing a century since Christ's birth
Flame of Candles	– Christ, the light of the world

Birthday Gifts

Encourage all pupils to put Jesus on their Christmas lists. Provide a small container—Christmas stocking, envelope, box bank—for the pupils to present their gifts in. When the money is presented at the program time, if a nicely decorated container has been given to each child, present the total gift in these. Otherwise, prepare a gift-wrapped box for each class or department. Combine the offerings and make one presentation from each group.

Birthday Party

Take a birthday party for Jesus to a hospital, orphanage or other appropriate group. Prepare a few short recitations (the same as used in your regular Sunday school program), several carols and a birthday cake. Gifts need not be given—since it is Jesus' birthday—unless the group wishes. Cut and serve the cake, with coffee or punch, and fellowship with those who you are visiting.

The regular Sunday school program might take the flavor of celebrating Jesus' birthday. Decorations, cake, recitations and the presentation of gifts to Jesus all lend themselves to this. Plan a time of fellowship to follow.



WORSHIP PROGRAMS

Who Jesus Said He Was

Gather the appropriate symbol to represent each of the following. Prepare a brief recitation or explanation of each.

Rev. 22:16	– bright & morning star
John 6:51	– living bread
John 8:12	– light of the world
John 10:9	– door
John 10:11	– good shepherd
John 11:25	– resurrection & life (picture of a tomb)
John 15:5	– vine
John 14:6	– way, truth, life (cardboard sign)
Rev. 22:16	– root and offspring of David
Rev. 22:13	– Alpha and Omega (letters "A", "O")
John 3:16	– Savior of world (globe)

The Christmas Star

1. Prepare a large star made from cardboard, or if possible from transparent paper, with electric lights placed behind. Place the letters P-E-A-C-E on points of star. Speak of each of the following:

P - Poverty, Possessions (2 Cor. 8:9)

E - Emptying (Phil. 2:5-8) Entering (Rom. 18:30)

A - Affliction (Isa. 53:7), Acceptance (Eph. 1:6)

C - Curse (Gal.3:13), Crown (1 Cor. 5:10)

E - Endured (Heb. 12:2), Everlasting Life

2. Using the five points to each star, suggest that each has a meaning. One point reaches upward like a church steeple. This whispers of love to God. We love Him because He first loved us. There are two points right and left as though it would stretch out its arms to all people everywhere. They seem to say, "Love one another and love thy neighbor as thyself." (Discuss how this love can be shown.) The other two points reach downward and out. These whisper of love even to the lower animals. They might also speak of a firm footing in the Word (or feet to carry the message to others).

"New" Christmas Carol. Mimeograph these for your Sunday school to sing and/or make a visualized song chart. Tune: "It Came Upon the Midnight Clear".

O, Raise the Song of Joy

O raise the song of Christmas joy,
The Wondrous tiding tell;
That God in love from heaven above
Has come Emmanuel.

Chorus:

O raise the song of Christmas joy,
For He has come to dwell;
On earth indeed to meet man's need
Our Lord Emmanuel.

Sing, for He comes to seek and save,
The angel chorus swell;
And glory cry to God on high
Who comes Emmanuel.

Sing, for He comes that man no more
'Mid death and darkness dwell;
But life may gain and heaven attain
Our Lord Emmanuel.

Christmas in Bethlehem

Prepare a set of slides—8 or 10, using your own Sunday school children—to be used in the worship time. Include slides of Christmas carols. (to be sung by the congregation), manger scene (children dressed to play each part), shepherds, angel, Joseph and Mary going to Bethlehem, the inn, wise men, etc. Put these in proper sequence and as each is shown read the Scripture portion which applies to it. Disburse carols throughout the program.

Love Feast

Invite all young people or all Sunday school pupils, to a candlelight service where carols are sung. Later serve sweet rolls and hot cocoa. Allow it to become a time of showing appreciation. A good project for any adult class.

ATTENDANCE

White Christmas

Cut out a snowflake from white paper for each pupil. Write a name on each and hang them, on strong white thread, from the ceiling. When the pupil is absent, his snowflake is replaced by a dark storm cloud. Emphasize that Christmas really cannot be enjoyed with dark clouds floating around the class or department.

Include absentees and inactive members. The first Sunday each one is represented by a snowflake and if absent the contrast begins to show. Give special recognition to those classes which have a totally white Christmas.

A Christmas tree might be provided for each class and the snowflakes placed here, rather than on the ceiling. Use the snowflakes in January, too. Everyone gets tired of snow eventually. The snowflakes remain until each person whose name it bears removes it. Thus, in January the snowflakes take on the opposite meaning—they denote absence.



Telephone Invitations

1. Dial numbers at random, and when the person responds say, "Hello" and read the following poem, slowly, with good expression and clear articulation. Don't stop if interrupted.

This is a Christmas message,
So listen with great care;
You may want to join
The ones going there.
'Twas the Sunday before Christmas
And all through the town.
Was the sound of church-going
A stirring around.
The Sunday before Christmas
Comes just once a year;
To be there and to worship
They'd let nothing interfere.
The Sunday school lesson would be
The story that never grows old,
How God came to earth
For man to behold.
Come, join the procession
To the friendly Foursquare Church
Join in the worship
Of our great Lord at His birth.
"Thank you." (Hang up)

2. Christian greetings. (A good project for your vacationing young people.) Arrange to have two or three telephone crews available to give out Christian Christmas greetings. Advertise in your local paper, something to this effect: "For a Christmas thrill you won't forget, call (number)." Have young people answer the telephones, and give two or three Christmas verses pertaining to the message of Christmas and salvation. They might also advertise the special services in your church during this season. Care should be taken that pleasant, meaningful response is given to all who call.

Callers might also arrange to phone shut-ins or elderly persons with this same greeting.

Picture Sunday

Advertise that each child who is accompanied by his parent(s) to Sunday school will receive a candid snapshot of himself for Christmas. These may be either black and white or colored. Slip them into a picture-frame Christmas card and send to the parents.

Use this day for open house as well. Allow parents to visit the department where their child attends. Provide a special adult class where parents will be welcomed after the opening sessions.

Attendance Tree

Select one Sunday in December for an attendance drive. (Perhaps the first Sunday will get the month off to a good start.) Prepare construction paper "ornaments", one for each person on the Sunday school rolls. Arrange

to either take these to each home or mail them in a special Christmas mailing. Ask each person to bring his ornament back to Sunday school with him the following week. (Arrange to have a few extras for those who have forgotten theirs and for visitors.)

Prepare paper Christmas trees for the ornaments to be placed upon. The size of the trees may vary. If one is to be prepared for each class, make these smaller than the department or total-school trees. Ornaments should be in comparative size with the trees.

When the members attend on Sunday, have them place their ornaments on the tree. By counting the ornaments, one is able to tell if the goal has been reached.

Variations

1. Different colored ornaments might represent different classes, departments or groups of people (visitors, regular members).
2. In the children's departments prepare a tree for each child. Put his name on it. Each Sunday when he is present allow him to place another ornament on the tree. If he brings a visitor, give him a different colored ornament for the tree. (Memory work might be worked into this as well.) Those who are present each week of the month might receive a silver star (cut from foil pie pans) for the top.
3. Prepare a small tree for a shut-in. Each week ask a different class member to visit the shut-in and take him his weekly ornament.



CHRISTIAN CHRISTMAS CARDS

1. Card Calling. Allow the family units to participate in an outreach program.

Ask each family to choose from its Christmas card list one person or family which does not attend church. Suggest that instead of sending that person's card to him, they deliver it or ask that person to visit in their home prior to Christmas. Give him his card at that time. In visiting, suggest that each tell what Christmas really means to him. This may allow for a positive witness for Christ.

Suggest that this contact be made in the spirit of Christian love and concern. While visiting with this person, the family should extend a special invitation to him to attend church. The family may arrange to pick him up on Sunday morning.

This "special person" might be a close acquaintance, or one the family does not know too well. None the less, the showing of spiritual concern for that individual may be the high-point of the holiday season for the family, and the individual.

2. Card Witnessing. Encourage each Christian in the Sunday school to prepare his cards and greetings with care, to insure that a Christian witness is included. Give guidelines such as:

- a. Choose Christmas cards which have a Scripture on them.
- b. Enclose an appropriate tract with each card. (American Tract Society has a variety of Christmas tracts.)
- c. In printing their own cards, suggest verse or thoughts which might be used. For example:

"This is Christmas: not the tinsel, not the giving and receiving, not even the carols, but the humble heart that receives anew the wondrous gift, the Christ." (Frank McKibben)

"The light that shines from the humble manger is strong enough to lighten our way to the end of our days."

"The hinge of history swings the door of a Bethlehem stable."

"Let Christmas be a bright and happy day; but let its brightness come from the radiance of the star of Bethlehem, and its happiness be found in Christ."

3. Card Prayers. Keep the cards you receive, and use them for an added spiritual impact among your friends and acquaintances. How?

Save the Christmas cards received (including addresses and each day in the new year select several and remember the senders in special prayer.

Available from the American Tract Society (Oradell, N.J.) are special full color "Scriptcards", saying "We Prayed for You Today". These could be sent to the person whose card you remembered that day.

CHRISTMAS PROJECTS

1. MERRY CHRISTMAS TO THE CHURCH. Put the church on your Christmas list. Prepare just such a slogan to be given to each member and friend for an interesting and rewarding Christmas project, "Merry Christmas to the Church."

On Christmas tree ornaments put the names of equipment items needed for each department of the church. Place these in the foyer of the church. Allow interested members to sign up for a particular item—from crayons to tables. The price range might be from 50¢ to \$50.00. Arrange how this money might be given. Ornaments might be placed on the tree once they have been signed. On Christmas Sunday display all the purchased items on a table.

The purpose: to demonstrate your love to God for the way He has blessed you the past year, to emphasize the spirit of giving, and to show your love to your church for the influence it has in your lives.

2. **CHRISTMAS MISSIONS.** Decorate a missionary tree by bringing a missionary offering each Sunday of December. Each class might place one ornament on the tree each week with the total of their offering written on it. On the last Sunday of the month, place a large "ornament" with the total amount given on the top of the tree.

The verse in Acts 20:35; Matthew 10:8 are appropriate for this project.

3. **CHRISTMAS TREE.** Prepare a tree from a large sheet of poster paper. Ask those who are interested in participating to figure what their family would spend on Christmas cards and postage to send greetings to friends in the church. This amount may be turned in for the special Christmas project. When the money is turned in, print the name of the family on a construction-paper ornament and paste it on the tree. Place the poster in the church foyer where it conveys Christmas greetings to all.

4. **PICTURE WREATHS.** For the pre-school department, make a Christmas wreath with the child's picture on it. The wreath can be made of net, greens, or a material of your choice. Further decoration could be a picture of each child in the class, which is placed on the wreath as an ornament. Cut the pictures into a circle and glue each to a ribbon bow with long streamers. Pin or staple these "ornaments" onto the wreath. Colored glass ornaments may also be added to give more color.

Begin the project early enough so as to get a picture of each member. Surprise the parents if possible.

HELP WANTED

How will you ever get all of the things done before Christmas? Try this:

Make a list of every project—large or small—which needs to be done, and the approximate date when it needs to be completed. Beside each item on the list, allow space for the person who volunteers to do this to sign.

Place this list in the foyer, or other conspicuous place. Call attention to it publicly, as well as in the church bulletin, mailings, etc.

When the project is completed, put a sticker—star wreath, etc. on the poster. From time to time mention the completed projects and the persons who did them.

OUTREACH

1. Visitation. Using either the family units or other appropriate groups, promote home visitation the two weeks prior to Christmas. This might be tied in with the Bible Sunday program. Ask each to make one visit to: 1) wish a joyous Christ-centered Christmas;

2) express their thankfulness to God for His Gift (His Son); and 3) invite them to the special Christmas services.

2. Christmas Follow-Up. Immediately after Christmas, assign names of visitors, or prospects to families and Action Groups. Send them with the challenge that this Christian life they enjoy is a result of the first Christmas, a truth to be shared with their neighbors.

CONTEMPORARY CHRISTMASES

1. Pool resources and pay someone's utility bill—telephone, gas, electric—instead of the usual food basket.
2. Tape your Christmas service and send it to a missionary.
3. Instead of the manger scene or creche, make three displays, under the following titles. On each display use only items which are mentioned in the first chapter of each of these Gospels.

Christmas according to Matthew

Christmas according to Luke

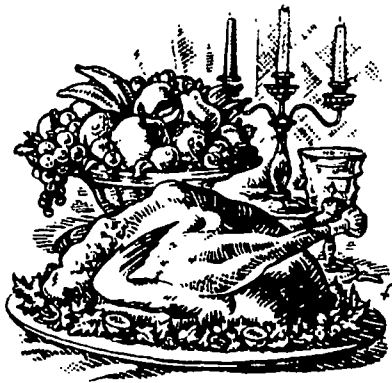
Christmas according to John

HOME

The Christian home at Christmas should be rich with awareness of the Christchild. Hints for doing this should be a part of the church's ministry to its families at this season.

1. Order the "Advent of Candles", family devotional guide, for each church family (available from "TEACH", 725 E. Colorado Blvd., Glendale, California, 91205). This material uniquely presents each Christmas article—tree, candles, gifts, etc.—as a part of the family devotional time. Distribute these to all families.
2. Encourage invitations to non-Christian families for fellowship this month. Even in the busyness, this is a real way to share the Christmas joy. Give each family an American Bible Society Christmas scripture portion to read and pass along to other families.





Thanksgiving

The following ideas are appropriate for individuals and/or total Sunday school participation. Some are ideal for pre-session, class activities or opening worship times. Adaptations and additions are encouraged, and often necessary for the local church.

Thanksgiving Day is thought to be peculiar to America only. It is thought also to be primarily a day of festivities and feasting. This is not true, nor should it be this.

Several countries lay claim to having originated Thanksgiving:

- Chinese — observed rites of giving thanks thousands of years ago
- Jewish — Feast of Tabernacles, which lasted 8 days
- Greeks — Feast for Demeter, the goddess of agriculture; a 9-day celebration, with sacrifices to dieties
- Romans — Roman Cerealia honor the Ceres, with sacrifices made to dieties
- America — Pilgrims, to thank God for the harvest

WORSHIP PROGRAMS

Thankful Gifts

Select certain persons to present "Thankful Gifts" which illustrate each of the following points. Have these placed on a table at the front of the auditorium, and ask each person to tell what his gift represents:

- Gift of Freedom — American or Canadian Flag, and a Christian Flag (presented by 2 young men)
- Gift of the Field — basket of fruit & vegetables
- Gift of Beauty — bouquet of flowers
- Gift of Life — small baby in a basket
- Gift of Salvation — small glass of grape juice and a piece of broken bread. Illustrating gift of eternal life through Jesus.

Thanks-living

Suggest the following verses as a week of "thanks-living." Mimeograph the verses to be read by each family the week prior to Thanksgiving Sunday. On Thanksgiving Sunday, use them as a bases for the workshop outline.

- Thanks to God Psa. 8
- Praise to God Psa. 9:1-11

- Glory to God Psa. 19
- Praise to God Psa. 9:1-11
- Offering Thanks Psa. 50:14-23
- Great Is The Lord Psa. 48
- Blessed Be God Psa. 68

Distribute 3 x 5 cards and pencils. Urge each member to ask himself how his daily life expresses an attitude of thanksgiving to God. Ask each to jot down one area of his life which he will work to improve, with God's help. Each should keep his card and use it as a reminder and prayer petition.

Display

Ask each child to bring some item which represents something for which he is thankful. Exa.

- doll dress (clothing) toy animal (animals)
- potato (food) flag (our country)
- tiny doll house (home) jar with water (rain)
- flower, leaves (flowers, trees) Bible

Decorate a table with crepe paper and autumn leaves. Ask the children to place their items on the table as they arrive. Seat the children around the table if possible and conduct the worship time there.

Greatest Thanksgiving

What is the greatest thing for which we should be thankful? God's gift—His Son. Ask the pupils to gather pictures or items which show God's love expressed through Jesus. Exa: pictures of Christ in the manger, a cross, the tomb, Christ ascending.

Recitation

T he Church
We offer thanks to God today
For all the gifts He sends our way.

H ome
We thank Him for our Church, the place
To worship God and seek His face.

A ssociates
We're thankful, too, that God in love
Gives us a home, here and above.

N ecessities of life
And through our God are, multiplied
Necessities of life, supplied.

K nowledge
We thank the Lord that He does give
Us knowledge of the way to live.

S unday school
For Sunday school we offer praise
Because it brightens all our days.

G od's Word
A special thanks because we've heard
And grown to love God's Holy Word

I mmortality
For immortality we raise
Our voice to God in sincere praise

V ictorious Savior
We're glad our Savior is victorious,
Reigns supreme, eternal, glorious.

I nnumerable blessings
Innum'erable, the blessing which
Our God pours from His storehouse rich.

N ation
And, too, our nation we'll include
For that deserves our gratitude

G ospel
We're thankful now, and will in glory
Thank Him for the Gospel story.

Select 14 children, 1
to hold each letter and to
recite the 2-line verse.

For all these benefits we raise
Our voice to God in heartfelt praise.



Panel Discussion (for youth)

"Thanksgiving—An Attitude"

Use November to involve the youth (different ones each week) in a discussion of questions about thankfulness. Assign one question each week to several youth who will make up the panel. They are responsible to prepare and present their findings during the opening worship time. The larger the group, the more youth you will use (smaller groups can repeat from week to week). Questions such as the following might be used. Assign one each week.

1. What effect does it have upon you when someone thanks you genuinely for a small favor or service?
2. What does it do for you when you thank someone else, and see the effect your expression of appreciation brings?
3. Do you think God, our Father, longs to hear His children express their gratitude to Him? Can we ever be thankful enough to God for all of His blessings?
4. How can we express our gratitude other than by our lips?
5. What harm does it do to us to neglect to express our gratitude?
6. What are some things that we as a nation, church, have for which to be thankful?

The following Scriptures help the leader give Bible basis for thanksgiving.

Eph. 5:20	1 Thess. 1:3	Psa. 107:8
Phil. 4:6	Luke 7:37	Col. 3:17
Luke 22:19	Psa. 67:3	Psa. 100:4
Heb. 13:15	Psa. 95:2	Psa. 105:2
Psa. 34:1	Psa. 92:1	1 Thess. 5:18
Isa. 63:7	1 Cor. 15:10	

Scriptural bases for giving thanks

Eph. 5:20	
Where?	Eph. 5:20
What?	Giving thanks
When?	Always
For what?	For all things
To whom?	Unto God and the Father
How?	In the name of our Lord Jesus Christ

Family

Select 3 judges to choose the family which typifies the unselfish spirit of giving and thanksgiving. Or, let the entire congregation vote to choose this family. Judge according to attendance of the family in all services, participating in church activities, family projects, family ministries (visitation, sharing home, etc.) spiritual blessing, example as a Christian family, etc.

Announce the winning family on Thanksgiving Sunday. Conduct an impromptu interview with them. Prepare questions appropriate to this particular family beforehand.

Award a gift certificate for a family photograph, a dinner for the whole family at a local restaurant, or a gift for the entire family, such as Bible records or recordings, subscription to a family-devotional booklet.

Make Thanksgiving Sunday a special time. Provide a special worship service.

Suggested Program

Call to Worship: Psalm 92:1, 2

Response: Psalm 67:3, 6 (by congregation or one member)

Hymns: Doxology; Praise Him! Praise Him!

Scripture: Psalm 100 (in unison); Ephesians 5:20

Sentence Prayers: Several members thanking God for one thing.

Poem: One of thanksgiving

Chorus: Thank You, Lord

Topic Thoughts: (Choose one or more)

Luke 17:11-18 (Ten lepers; one showed his thankfulness)

Colossians 3:15, 17 (How often on Thanksgiving Day, even when we are thankful for material blessings do we say, "Thank you, Father, for the gift of Jesus Christ?" Think of the empty life without Jesus!)

Philippians 4:4-8 (Do we ever thank God for a sound mind and reason?)

Psalms 65:8-13 (What a wonderful blessing that our Father cares for all of the needs of His children.)

Hymn: Great Is Thy Faithfulness

Bible Drill

- T Psa. 97:1
H Psa. 144:15
A Psa. 138:4
N Titus 3:5
K Psa. 100:3
S Psa. 96:2
G Psa. 105:3
I Psa. 108:3
V John 5:24
I Psa. 118:21
N II Cor. 2:14
G Psa. 116:5



OUTREACH

Urge the family outreach in the community
Consider the following.

Family Visitation

Seek to build a bridge in the community through a ministry to people where they are. Supply each group or family (don't neglect the single adults) with the name, address and phone number of a family or other visitor, prospect, to be visited. Ask for a report on the visit made.

Challenge the families to visit with a neighbor—maybe one who, although he has been in the area for some time, might be surprised at the sudden interest. Stress that the reason for visiting is not to just "get them into the church", but rather to show a concern about their spiritual needs.

Cornucopia Invitation

The week prior to Thanksgiving give each one present (or each family) an invitation to be passed out this week, inviting someone to the Thanksgiving services of the coming week. (See Pattern Encyclopedia.)

If the church is to have a special Thanksgiving Day service include this on the invitation. The invitation should include a brief cordial invitation and the service times. The person delivering this invitation can offer to assist with transportation, etc. as needed.

Be sure that each recent visitor and prospect receives one of these through a home visit by a church member.

HOME EMPHASIS

Challenge each Christian family to consider one or more of the following to build an attitude of thanksgiving. Mimeograph these suggestions to be passed out to each family unit.

1. **Bulletin Board.** Across the top of the family bulletin board (or one just for this month) write the words: "Thank You, God, for . . ." Make a game of finding pictures of things to put there. This can be a month-long activity with the display accumulative or changed frequently. One of the pictures you put on the board may be a picture of your child.
2. **Table Conversation.** The week of Thanksgiving, ask each family member to come to the dinner table prepared to tell one thing for which they are thankful that day. Give each one his turn in expressing this.
3. **Showing Thanksgiving.** As a family unit (or a single) write a thank-you note, telephone, or in some way communicate to someone your appreciation and thankfulness for them. Perhaps the family can share a meal with a lonely person, invite an unsaved family for an evening of fellowship, help a needy family (the "needy" are not always only those in financial need) or visit a shut-in.
4. **Show gratitude to God for sending Jesus by sharing your knowledge of Him with someone else.**
5. **In everything give thanks.** Thank God for your difficulties. Ask Him to help you use them instead of letting them "get you down."

Turkey Attendance Project (for children)

During this month a "turkey project" is quite in season. The first week each child receives the outline of a turkey mimeographed on construction paper. (See Pattern Encyclopedia*.) The second week the feathers are pasted on. The third week add head with the eye and bill. The fourth week the feet are added. At the end of the month the child receives the complete turkey to take home.

You may wish to vary this: for example, save the feathers (real ones glued on) for those who have brought visitors; or perhaps a brightly colored one for this purpose.

* Available from Foursquare Publications

ACTIVITIES

1. Write a letter of appreciation to someone for whom you are thankful. Tell them what about their life you most admire.
2. Lead small children in giving thanks: a) look out the window and thank God for the rain; b) take a walk in sunshine; c) read the story of the thankful man from Lk. 17:12-19; d) go nutting with the children; be sure to watch the squirrels gather their share.

3. Plan a Thanksgiving centerpiece from fall fruits, vegetables, seeds, leaves, with an open Bible as the center point and colorful objects which represent things to be thankful for.
4. At mealtime mention traits or characteristics of family members each is thankful for in the others.
5. Plan a Thanksgiving devotional time to take to a rest home or hospital. It might be the same one presented to your church.
6. Invite newcomers to the community either to breakfast before or dinner after Sunday school and church. Bring them to church with you.
7. Sponsor a Thanksgiving dinner for needy persons.
8. For pre-schoolers: teach them the value of communicating with and thanking God. Make a large telephone dial on posterboard. Paint or glue the black letters, "G-O-D" on it. Place a circle over each letter, leaving approximately 3-inch holes (for dialing) through which the letter may be seen. Fasten circle with paper fastener. Make phone receiver on separate sheet of posterboard, using yarn as connecting cord. Fasten phone where children can reach it. Give each child opportunity to "dial and thank God" for something He has done or given them.



ADDED THOUGHTS

1. **Showing Thanks.** Three weeks before Thanksgiving ask each child to bring a picture from a magazine or catalog of something for which he is thankful. Prepare a bulletin board with large orange letters, "THANKSGIVING," and in the center a colorful Thanksgiving picture. Have the children pin the pictures they bring to the board.

The next week, ask them to bring a Scripture verse, written out, that says something about being thankful. (A good pre-session idea, too.) Have each one read his verse and pin it to the board.

The third week, ask each to bring some small thing that he wishes to give to less fortunate children (food stuffs for Thanksgiving basket, a toy, doll). Decorate a table with crepe paper and autumn leaves, fruit, etc. Have the children place the things they bring around the table. Stand together and join hands around the table, bowed heads and in silent (or sentence) prayer thank God for His goodness.

2. Adult Class Sponsorship. As a class project, suggest each adult class sponsor a child or family who is associated with your church. Perhaps it is a child who comes from an unfortunate home; a child with only one parent and who needs a "Dad" or "Mom"; a youth who needs special attention. Ask the pastor and superintendent to make names of such needy people available. The class is responsible to contact this home, invite them for fellowship, gather items such as clothing, etc. if this is the need, spend time with the child or youth, either in his home or theirs, etc. In this "project" keep in mind the eventual salvation of each family member and the spiritual assistance which each needs. Certain class members might be responsible one week; another the next, and so on. Keep this up until the need is met and then choose another one. Periodically, (perhaps monthly) report on what has been accomplished, the need still apparent, any items of progress or encouragement, and prayer reminders.

3. New Member Hunt. Ask each class member to list at least three to five persons they know who would be prospects for their class. Challenge each one to keep his list in his Bible and do the following for the entire month:
 1. Pray for them each day.
 2. Telephone each, showing concern and inviting them to church.
 3. Give each an invitation to the Thanksgiving services.
 4. Invite them for a time of fellowship—either in the home, a church activity, a community project, etc.





NEW YEARS

Watchnight service usually is a time when the old year is reviewed and some resolutions are made. Now, into the new year, it is time to look ahead and plan ahead. Allow the Sunday school to be a focal point and a time to challenge all members for faithful participation in the new year.

SUNDAYS' SUNDAY

Annually, during the first week of the new year a New York firm sponsors a "Weeks' Week" to call attention to all the weeks of importance in the forthcoming year and inform the public how they can participate, enjoy and aid each week that they consider worthy."

In Sunday, plan a "Sundays' Sunday", to call attention to the plans for the forthcoming Sundays. Advertise that this Sunday announcement will be made concerning the important dates on the Sunday school calendar. (This means planning ahead for the Sunday school staff and leadership.) To publicize, prepare a "calendar." with this particular date circled. Send one to each home.

Prepare large "calendar pages" as visuals and circle the designated Sundays. List the dates with special emphasis for Sunday school—or the entire church. With enthusiasm and a positive attitude, tell briefly the plans of the Sunday school for each of these dates. Share goals for the months ahead.

Give to each one present a Commitment Card. Mimeograph a short commitment on the card. ("With God's help, I will honor him by being faithful to my church and all its activities during this year.") Allow space for them to sign their names and to write any suggestions for the coming months. Collect these cards and file them according to classes.

After several months, or at mid-year, address these cards to the individual who signed them. Jot a note commending those who have been faithful; reminding those who have been slack. Use this, too, as a time to personally contact those who have been negligent and need encouragement.

PAL

One community has a PAL organization—Phone Alert League. Designed primarily for those living alone, each member receives a call and calls another member every day. If the member does not call in, the central office calls him to see if he is all right. Why not Sunday School PALS? It could foster real Christian concern and fellowship.

At the beginning of the new year, make a large poster with the names of all class members on it. If a small school, prepare the chart by department or total school. Either assign each person a name, or allow everyone to select his own pal. He is responsible for that person for this year. His responsibilities to his partner are:

1. Call him each week (at least once) to encourage him in the things of God, remind him of church activities and share Christ.
2. Call him if he is absent from any church service.
3. Contact the pastor regarding this person if he is ill or in special need.
4. Pray daily for his partner.

Through this plan the elderly, shut-ins and widows can be encouraged, as well as be a blessing and encouragement to someone else. These may be called daily or several times a week and a portion of Scripture read and prayer offered over the phone.

GREETINGS

Prepare small, but attractive, cards with the following greeting, "Start the new year right, attend Sunday school." Insert the name and address of your church on this. Designate a time for your members to distribute these in the shopping areas of your city. Either hand them to people, or place them on the windshields of parked cars.



A HAPPY NEW YEAR

January is a time when good wishes are expressed to and by all for the coming year. Make a Christian approach to these "good luck" greetings.

Prior to the opening session, contact several to find out what types of greetings have been extended to them since the new year began—greetings on the job, in school, etc. Relate these in the opening session time.

Speak briefly about resolutions. They are really goals, and when thoughtfully made and taken seriously, can be true incentives.

Give everyone present a 3 x 5 card. Ask each person to then write on his card the one major spiritual goal he would set for himself for this new year. Remind them to be specific—no generalities. Do not collect the cards, but ask each to place his in his Bible, his wallet, or other obvious place where he will see it continually. Encourage each to make his goal a prayer, and from time to time review his progress towards this goal. He may note this progress, with the date, on his card.

Close the time with prayer. Ask each person to find someone near him to pray with, and together to ask the Lord to help them realize their spiritual goals.





EASTER

Easter brings people out for a parade to church. It's traditional. What happens in your church when these arrive. Is the true message of Easter presented with power and conviction? Make the most of these moments.

Easter can be a time for evangelism. Its message brings hope to all mankind. Project this theme, and provide opportunity for visitors to accept Christ on this day.

Vary the program from year to year, always being careful to place emphasis upon the true meaning of the day.

CHILDREN'S PROGRAMS

Recitations and songs must do more than parade children. And children's programs for Easter can do more. Tie each part together with the total theme of Christ's resurrection. This may be accomplished through the Scripture reader, songs, a narrator who reads between recitations, and by the parts themselves. Avoid meaningless "ditties" but include messages of life and resurrection.

Programs may be conducted the week before with Easter Sunday set aside for presentations by the pastor and teachers. Groups of children may sing songs of resurrection redemption before their parents during the opening session, with the classtime reserved for a presentation of the I Cor. 15:1-5 definition of the gospel.

DEPARTMENTAL WORSHIP

Invite parents to the departmental worship time before class. If your Sunday school is not departmentalized, use the combined opening session. Children from each class can take part, although each does not need to "say his own piece". Group the children for several songs or recitations.

For this program choose materials which have meaning for the children as well as the adults. For example:

- Use a choral reading group to read the Scripture Easter story.

- Allow children who have been saved to testify as to what Easter means to them.

- Sing songs and choruses about the resurrection.

At the close of the program, direct visiting adults to their appropriate class.

DECISION DAY

Easter provides an ideal time for decision day. Following "Holy Week" many hearts are prepared for this decision. This may occur in a departmental session or in a class. Teachers in the classes should prepare their lessons with this aim in mind.

BAPTISMAL SUNDAY

Often children in the Sunday school are not present to see or participate in the regular water baptismal service of the church. Make it a part of the Easter programming.

A personal testimony from several or all of the children being baptized will give a witness of the love of God to the unsaved.

EASTER PARADE

Advertise that the Foursquare Church is going to have an Easter Parade. Begin at a strategic place in the community—city hall, the main street, a downtown office building—and invite all members and friends to parade to the church.

Along the way, members might pass out tracts and invitations to church to any who are standing by. Invite them to join the parade.

Other churches in the community may be invited to join in, each marching from the central point to his own church. With protest marches prevalent, this march provides a positive stand and "march" for the church—

a testimony to each parader's belief in the church and most particularly to the risen Christ.

Investigate as to city ruling regarding parades and marches. Do not be in violation of the law.

The parade might follow an Easter breakfast or sunrise service. Plan to arrive at the church in time for Sunday school.

PRE-EASTER BREAKFAST

Plan an "Easter" breakfast the week before Easter. Encourage families to invite unchurched families to their home for breakfast on Palm Sunday and then to church for the morning schedule.

Or, plan a breakfast for children who attend the Sunday school, but whose parents do not attend. Send home an invitation to the parents, inviting them to come to breakfast with their child and to stay for Sunday school.

Decorate the church that morning with "palm" branches. Include several children in the opening worship session.

CREATIVE PROGRAMMING

Several weeks before Easter list the main characters of the Easter story. Invite classes, or individuals in the classes, to assume the part of one of these characters and tell his part of the Easter story. The person who is Peter can tell how he heard of the resurrection, his run to the tomb, etc.; "Pilate" can relate how he felt and his reactions to the news.

Ask each person to write down his part. Edit and tie these together into a program to be presented on Easter. Included might be poems, essays, interviews, or any form the individuals wish to use to develop their part of the program. The person in charge is responsible to see that the complete story is told and that much repetition does not occur.

Taped messages, drama, scenery and dialogue will add to the presentation.

CROSS COMMITMENTS

Palm and Easter Sundays allow for added emphases on the individual commitment of each pupil. Provide meaningful worship programs which encourage this.

Purchase or make a large styrofoam cross. Cut from felt or bright red paper as many small crosses as there are pupils. These are to be pinned onto the styrofoam cross during the worship time.

As each pupil arrives give him one of the red crosses and a small piece of paper, about the size

of the cross. Ask him to retain this until he is given instructions regarding it.

The leader should build his worship comments around the commitment of Christ to the cross. Stress the humanity of Jesus as seen in Matt. 26:36-46. He was the God-Man. Ask each pupil to personally consider what his commitment would be at this time when we remember Christ's total commitment, His life.

On the white piece of paper they should write the one thing which the Holy Spirit reminds them to commit. This they are to keep. As a sign of their commitment, ask them to come forward to pin the red cross on the styrofoam cross, signifying that they are giving their lives to God. Challenge to total commitment.

SANDAL PRINTS

Engage your teens in a meaningful portrayal of the Easter story—the last week of Jesus' life.

Using as the guide the Thompson Chain Reference Bible Chart of Jesus' last week, make a large chart of flannel—large enough to be seen by the congregation. The major events from the Last Supper to Calvary should be depicted, as well as the Temple area and the wall of Jerusalem. On narrow strips of flannel, place miniature footprints, sandal-shaped, to show the route the Lord trod those days in Jerusalem before the crucifixion.

As the story of each scene is told, lay on the strips of sandal prints—from the east wall to the house of the Last Supper, for example. As each event is described, the route is clearly depicted by the sandal prints. (Smaller individual scenes enlarged on another flannel board can show the event in detail, too.)

Involve the teens in the message. One can place the sandal print strips on the chart; others can give the story and handle the figures for the smaller flannel board. Number the sandal-print strips on the back for easy identification. Those with musical talent can be used for instrumental and vocal numbers, using familiar songs which tell the story of the cross and the empty tomb. The congregation may be involved in these as well.

Such a program provides all ages with a clear, over-all picture of the Easter events.

SONG STORIES

Using familiar songs about the cross, Calvary and the resurrection, compile the stories behind the writing of these hymns. Using drama, choral reading and other varied methods tell the story of the song either while it is sung or before.

Involve the congregation in singing the hymn at an appropriate time. When placed in proper order the songs can tell the story of Easter from beginning to end.

BIBLE SEARCH

Using an add-to poster, make the Easter season the time when pupils understand and are able to identify the portions of Scripture which tell the Easter story.

For four weeks before Easter, letter on a poster the name of one of the Gospels and the chapters in which the last days of Jesus are recorded. Read the appropriate passages that week. As the weeks progress add another Gospel.

Point out the ways in which the story is exactly alike, and the ways in which the different authors told the same series of events.

Include the pupils in discovering the events, comparing them and reading together the chosen portions. Complete the poster on the Sunday before Easter. Leave the poster displayed through Easter Sunday.

EASTER EVANGELISM VENTURE

Use the Easter vacation time for an evangelistic thrust in your neighborhood. Plan a vacation Bible school, a youth crusader-witness week, a mission trip for teens, or other event which will involve your pupils in evangelistic outreach.

This may be a one-day event, or a week-long venture. Advertise the event through the local newspaper and through special invitations which children or youth can pass out to their friends. (If possible, pass them out at the school nearest the church the day before school is dismissed.)

EASTER EVANGELISM PARTY

An Easter week party for children provides opportunity to present the Gospel. Pass out invitations to children in the neighborhood or school. Begin with the "party" part or with refreshments. Weather permitting include an Easter-egg or peanut hunt. Color eggs as a game. Serve light refreshments. Take-home favors which can be given with another child or a shut-in adult allow the children to share, too. Put a key Easter verse on each one.

The party time may last from one-half to one hour, with a similar time for the story. Present visually the Easter story and allow time for decisions.

Several such parties might be conducted during this vacation week, in different neighborhoods. Teens may be engaged to conduct several.

ATTENDANCE TID-BITS

Attendance on Easter is traditional for some. Often Sunday schools engage in pre-Easter attendance drives which culminate the week after Easter. Section I, "Enlargement" contains several ideas for attendance drives. The following seed ideas are particularly adaptable for pre-Easter.

Whatever the church does to gain attendance during this time (or any time) should be viewed as an evangelism thrust as well. Check the motive for outreach and evaluate the program of the church in relation to ministering to these persons once they have been reached.

Egg-acting Event: Using pictures of eggs throughout, make up a flyer with the following words. "Eggs-actly", how can you "egg-ist" when you miss the "egg-perience" of attending an "eggs-tremely", "eggs-traordinary", "eggs-ceptional" Sunday school. Make this an "eggs-tra" special event.

Easter Balloons: Give each child a piece of paper on which is printed, "What the resurrection of Jesus means to me". Ask them to complete this thought and fold their paper so it can be inserted into a balloon.

Making sure the name and address of the church is on the paper, place each piece into a balloon and fill the balloon with helium. Set these off the week before Easter, inviting any who finds one to bring it Sunday.

Before they are folded you may wish to copy the statements of the children (include youth and adults, too) and use them as part of the Easter presentation.

"The Roll's the Goal": Type the names of all class members on individual cards. Post these cards on the walls of the classroom where they belong. Four weeks before Easter have faithful members of each class choose the names of people that they want to call on. Keep record of those who take cards and check these off when they bring them back, noting the person's promise to be present on Easter Sunday.

To add emphasis to Easter, use the theme, "We would see the risen Christ." Obtain a large picture of Christ to place on the wall of each classroom. Take the cards and cover the picture of Christ. If those invited are present on Easter Sunday morning, remove their card and see the risen Christ. If they are absent, their card covers that portion of Christ so He cannot be seen.

This can be carried into the total Sunday school by using a large mural of Jesus. Cover it with all the names on the roll or with class names and goals.



MUSIC

These words to familiar tunes are ideal for Easter.

Title: "Easter"

Tune: "Stand Up, Stand Up for Jesus"

Because the Father loves us,
He sent His Son to die,
The Lamb of God long promised,
The perfect sacrifice
Because our hearts were sinful,
On Calvary's cruel tree,
According to the Scriptures
Christ died for you and me.

I know that ye seek Jesus,
The shining angel said,
Behold the tomb is empty,
He's risen from the dead.
Go tell the joyful tidings,
Let all His people say,
The power of death is broken,
Christ Jesus lives today.

Title: "He is Risen"

Tune: "Jesus Loves Me"

On the cross of Calvary,
Jesus died for you and me;
In the tomb our Savior lay,
But the stone was rolled away.

Chorus:

Yes, He is risen,

(Repeat twice)

Christ Jesus lives today!

Jesus died that we might be
Saved from sin, from death set free,
Earth could never hold God's Son,
Over death, He victory won!

SERVICE PROJECTS

Use the public school Easter week vacation as a time for community service projects. Allow young people, and even children, to minister to those in the community who are in need. Try several of the following.

Birthday Party. Go to a hospital or rest home and celebrate all of the birthdays of those in the home. Proclaim the day chosen as "Birthday Party Day". Take a small gift (booklet, bookmark, tray favor) to each one. A decorated cake or individual cupcake with a candle is appropriate.

Include with each gift a simple tract explaining the way of salvation. Spend time visiting with each patient.

If this project is undertaken by children, prepare a

brief program when the children recite verses or poems, sing or play instruments. Do not prolong this; leave them wanting more. Elderly persons often enjoy just having the children visit with them, too.

Away-from-home Visits. Proclaim this week "Away From Home Week". Display pictures of each person from your church who is away from home temporarily—at college, in the service, away working. With the picture, display the addresses and any news items about each one.

Designate a time when young people, classes, other groups, will meet together to prepare a package to be sent to each one. Suggest that individuals contact these persons as well, with a letter, card, cookies, etc.—whatever seems appropriate for the person.

Continual follow-through might include posting the birthdays of each, assigning certain individuals to a specific group.

See the Extension Department folder for specifics in contacting those away from home.

Scrapbooks. Make scrapbooks or cartoon books for the early childhood departments, children's hospitals, libraries, rest homes, servicemen, etc.

Each book need only be 8 – 12 pages in length. The content will be determined by the person to whom it is to be sent. Older persons in rest homes might enjoy cheery pictures of landscapes, poems, quotations. Children will enjoy pictures of families, puzzles, simple stories. Servicemen's books may include humorous sayings, cartoons, brief devotionals or testimonies.

Use both secular and religious magazines to secure materials. Paste these in an orderly fashion. Use the group's creative abilities to finish the books.

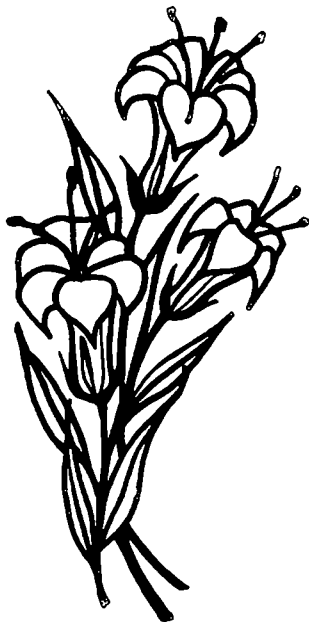
Plan an outing to deliver the books that are to be given to those in the area.

Witness Window. Prepare a window exhibit for the public. Contact local merchants who may be willing to permit a class to decorate a window.

Keep the window simple and appropriately decorated in keeping with the season. A simple white card, lettered with the church name and the class which is responsible is appropriate as part of the display.

Vacation Bible School. Prepare and conduct a 1-week VBS during vacation week. This may be held either in your church, a neighborhood yard, park or another community.

Challenge youth to carry the responsibility for this school, under guidance of an adult.



Christmas

A Family Time



FAMILY

Plan a Family Christmas. Through the already organized groups in your church which minister to adults (UFW, CFM, Adult Crusaders) plan that all holiday activities this year will involve the entire family—even the Sunday school program. Plan that some activities should be for just one family; others for several families together.

Prepare a listing of some of the ideas which follow and give a copy to each family unit. Do not suggest they do all of the things mentioned; some of the suggestions will fit better into some families than others. But do suggest that they decide together which activities their family will engage in at this season.

The church will want to set aside several nights in this busy season and guard that no church-sponsored activity is scheduled for these evenings.

ADVENT OF CANDLES*

Arrange a Christmas worship center where each evening the family will gather to read the Bible and pray together. To make the centerpiece for this time, secure the following: a 12" circle of styrofoam, 7 white or red candles, Christmas greenery. Arrange the candles in the center of the styrofoam base. Cut holes slightly smaller than candles in base. Force candles through holes. Add greenery by sticking each stem in styrofoam. Each evening light another candle in the center piece.

Begin the Advent of the Candles 7 days before Christmas (December 18). Use the following outline to direct the family time together.

First Day

Activity: Bring home the Christmas Tree.

Scripture: Matt: 28:20b; John 10:28; Rom. 8:38,39.

Devotional: Light 1 candle. Use conversation about the Christmas tree to emphasize God's everlasting love and constant presence with us. The Evergreen tree does not lose its greenery in the winter, it looks alive all year around. It reminds us that Jesus is alive today, and loves and helps us.

Second Day

Activity: Decorate the tree, or some part of the home.

Scripture: Mark 16:15; Acts 1:8.

Devotional: Light 2 candles. Everyone can help decorate the tree and the house, just as it takes everyone to make Christmas a happy time. When each has a happy heart, the whole family becomes happier. This pleases God. He sent Jesus to give joy.

Third Day

Activity: Arrange a Christmas bell decoration

Scripture: Mark 16:15; Acts 1:8.

Devotional: Light 3 candles. Christmas bells remind each member of the family of his responsibility to share the good news of Christmas. Christmas bells ring out the good news that "Jesus is born." As the family hangs the bells it is reminded of the good news—that God gave

Jesus to show His love for all. This Christmas the family can tell someone about this good news, too.

Fourth Day

Activity: Look at Christmas cards the family has received and talk about the cards it has sent. Help children prepare a greeting for a neighbor or older person.

Scripture: John 15:12–15.

Devotional: Light 4 candles. At Christmas we think of our friends and send greetings to them. We are happy when we receive cards, too. Friends are one of God's great gifts. Our best friend is Jesus. As we send cards, let us pray that our friends will know Jesus as their best friend, too.

Fifth Day

Activity: Wrap Christmas gifts and help children prepare a gift for a friend.

Scripture: John 3:16; II Cor. 9:15.

Devotional: Light 5 candles. Use conversation to emphasize that the gift of God was the greatest gift ever given. At Christmas we show our love to others by giving gifts. As we give, we remember that God gave the first Christmas present, the Lord Jesus Christ.

Sixth Day

Activity: Sing some Christmas carols. If possible obtain a book that tells the stories of how they were written.

Scripture: Psalm 95:1–3.

Devotional: Light 6 candles. Talk about praising God with music at Christmas. We sing when we are happy. The first Christmas music was a chorus of angels who sang "Glory to God." The carols of Christmas help us express our happiness and thankfulness to God.

Seventh Day

Activity: The Christmas Story

Scripture: Luke 2:1–20.

Devotional: As the 7 candles are lighted, read the story of Christmas from the Bible. Stress the true meaning of Christmas; God sent his precious Son into the world. Use pictures (from cards) to illustrate.

Eighth Day

Activity: Birthday celebration

Scripture: Matthew 2:1–11

Devotional: Light all the candles and sing "Happy

Birthday" to Jesus. Read the story of the wise men. Follow their example and worship with carols and prayer.

*Adapted from Teach Magazine Outline, F/65

FAMILY CHRISTMAS PROGRAM

Take each letter of the word "Christmas" and build around that letter a 3-5 minute presentation. Seek 9 family units that will put on the program. Appeal to the "ham" in everyone. In between the family parts arrange for class-group participation by the children who were not involved in the family scenes.

Take a colored picture of each unit which participates.

Include the following suggestions in a family Christmas program presentation:

+ Family choral reading - together reading the Christmas story.

+ Tree trim - each family makes and places an ornament on the church tree. As the ornament is placed on the tree, the family tells the significance it has for them, what they learned together as they made it, the special meaning Christmas has for their family.

+ Family candlelight service. Provide one large candle for each family unit. From styrofoam make candleholders (or have all sizes and shapes), enough for each family to use one. Invite family units to come forward, light their candle and place it in the holder as they testify to the meaning of Christ and Christmas to their individual lives and families.

+ Gifts for Jesus on his birthday. Suggest that each family set aside a certain amount as Jesus' gift on his birthday. Provide opportunity for family gifts to be received during the program. Designate this offering for a specific project—perhaps missions.

† Christmas card showers for missionaries. Find out which missionary has been assigned to your church UFW. Make the name and address available to the entire congregation, suggesting that each family write a short note and send it with a card which has been signed by each family member. A family picture might even be included. Check postage rates, send the cards airmail. (Families should understand that even small gifts sent, often do require so much duty that the missionary is not able to claim it. Small money gifts might be included with the card and note if the family wishes.)

Card showers for collegians and service men at Christmas provide much encouragement, too.

Visual: Fasten the letters of Christmas on a board or flannel display. Make available colored ribbon for each family, and suggest they make a simple symbol which represents their part of the program. They are to fasten

the ribbon, with the symbol on the end under the letter they represent as their part is presented.

Suggestions for each letter might be as follows:
C - Christ; H - heart; R - ruler; I - inn; S - star; T - tree;
M - manger; A - Angel; S - Savior.

CHRISTMAS SONG

Tune: "If We All Pull Together"

He was cradled in a manger
a manger, a manger. (rock in arms)

He was cradled in a manger
when he was a babe.

Additional verses:

His mother bent and kissed him
He looked up and smiled.

There were angels up in heaven
The night He was born.

The shepherds knelt to greet him
The night he was born.

It was little baby Jesus
Born that Christmas Day.

Act out the song, using the motions each line suggests.
Good for early childhood classes.

HOLIDAY PLACEMATS

For the family dinner, make available a placemat suggestion such as follows: Cut out cherub from white paper and paste 12x18 inch green paper (adhesive-backed paper works well). Put paste on top and bottom only, allowing a gap where folded napkin is to be inserted. Fold napkin and insert. Cut gold halo and stars, and paste in place. (A good together activity for the family.)

CHRISTMAS STAR DEVOTION

Cut a large 5-pointed star from yellow construction paper. Then cut the star into 5 equal parts. (See illustration.) On each part letter one of the phrase names of Jesus from Isa. 9:6 ("Wonderful," "Counselor," etc.).

Use the star as a center for family together times—either 5 different times, or all 5 pieces at one time. Memorize the verse together.

ADVENT CALENDER

From last year's Christmas cards cut the different scenes of Christmas. Cut them in fairly uniform size—not necessarily uniform shapes. Paste 12 of these on a large piece of paper. Over this arrange another piece of

paper of equal size, and mark the location of each picture underneath. Cut out, on 3 sides, the paper over each scene, to form a door-like opening. Glue the upper paper to the bottom sheet, around the edges. Trim with ribbon or edging. As each day before Christmas passes, open another "door" to reveal another part of the Christmas story.

ORNAMENT MAKING NIGHT

Provide a box of pine cones, stars, paste, construction paper, paints, pictures, glitter, etc. Allow for the artistic genius of your family to be illustrated. Use the ornament on the family tree, and throughout the house during the holiday. For small children, provide patterns of stars, sheep, camels, shepherds' crooks, etc.

CHRISTMAS CARD NIGHT

Let everyone help with the Christmas cards. Assign duties: stamp licker, sealer, envelope addresser, etc. Let everyone sign the cards.

STORY TIME

Read a Christmas story aloud—a section each day. Dickens' Christmas Carol would be a good choice.

CAROLING

Go caroling as a family. If your family is small, or unmelodious, join another family or two. Return home for refreshments and sharing the joy which comes from making others happy.

Also, why not learn a new carol this year, and perhaps the story of how it was written. Sing it each day until all know it.

STREET SCENES

Invite other families on your street to decorate for Christmas. Make a live "creche" with one family member narrating while others act out the story. Enlist the help of neighbors if your family is too small. If the entire street participates, move the scenes from yard to yard—the shepherds in one location, the wisemen another, etc.

FAMILY TRADITIONS

Begin a family tradition. Allow the family to participate as a unit. The things which families do at Christmas time are momentous and impressive throughout the child's entire life. They cause him to recall this holiday's true meaning, and also contribute to the formation of Christian ideas. The family should decide together what it wishes to do—at the guidance of the parents. "Feeling" factors are important.

Some traditions might include any of the following:
+ A Santa Lucia Festival.

- + An evening drive to see decorated homes and store windows.
- + A trip to a nearby art museum and study of the great painting of the Nativity.
- + Creation of one new decoration for your home—a wall hanging, bell pull, door panel, creche, wall scene, etc.
- + Special foods—puddings, cookies, salads, etc.
- + A repeat gift given—wreath of fresh pine and pine cones, homemade goodies, etc. Friends will look forward to these.
- + Visits with the elderly or confined, children's homes or hospitals, orphanages.
- + Invitation extended to a foreign student, a single working person, someone away from home at the holiday—always sharing Christmas with someone else.
- + Birthday party for Jesus - with each family member contributing something (money, something he made) to be given to the church, send to a missionary or hospital.
- + Investigation of the Jewish Chanukah, the festival of lights. If a Jewish Synagogue is near visit it. Invite a Jewish family to your home to share its meaning.

SHARE CHRISTMAS

- + Invite the children's school teachers for a meal, kaffeklatsch, or tea.
- + Have an open house for friends while your house is decorated for the holidays.
- + Help the Sunday school children put on a party for their mothers.
- + Have a Saturday morning brunch for your pastor and his family.
- + Start a cookie swap to which you take several dozen cookies, and bring home an equal number of someone else's.
- + Buy the Christmas story in picture or flannel and have a neighborhood party, with the Christmas story as the special feature.
- + A tree-trimming party. The invitation: an ornament with the guest's name on it. He brings this with him to the party. After the tree is trimmed, have a sharing time, "What Christmas Means to Me."
- + Clip short Christmas readings, poems, stories from magazines and cards. Put them in inexpensive photo frames and scatter them around the house. Or, give them to friends, neighbors, hospitals.

SPECIAL FEATURES

- + Play Christmas records daily, beginning with Advent Sunday.
- + Display cards as they are received—on a ribbon streamer hung from the door or wall, on a bookshelf.
- + Place Christmas books on every table and in every room. Read them aloud.
- + Post a December calendar (made by family members); Mark on it "things to do." Let all family members be involved with the planning and doing.
- + Make a special Christmas bulletin board. Use green or red burlap, and holiday trim.
- + Gifts to family members. Allow each member to decide what kind act he will do for other members as his gift to them. Example: teen daughter might mop and wax the kitchen floor for mother; son might wash car, polish Dad's shoes; smaller children can set the table, entertain the baby, etc. Have each write out his "gift" put it in an envelope and decorate the envelope. Presentation of these gifts might be a part of the regular family exchange or a special feature itself.

SPREADING CHRISTMAS JOY

- + Ask everyone in your community to put a candle in the window—an old custom.
- + Encourage the local paper editor to sponsor an essay contest for boys and girls on the theme, "The True Meaning of Christmas."
- + Phone someone you haven't talked with for a long time.
- + Patch up a quarrel.
- + Send an anonymous box of goodies to a needy family.
- + Take a homemade TV dinner to a shut-in.
- + Give an inexpensive gift to a tired salesperson—one you don't know.
- + Give a gift of a Christian magazine to your local library.
- + Do something unexpected for your neighbor.



FAMILY ACTIVITIES



IDEA PAGES

The following holiday ideas are designed to correlate with the Key '73 activities of the community, of which many Foursquare Churches are a part. They can also be used in coming years, without the Key '73 distinctives. Many of the suggestions may be undertaken by individuals, families or classes.

THANKSGIVING "A PRAISE-A-THON"

Make the week of Thanksgiving a week of praise. The Scripture admonishes Christians to present even sacrifices of praise to God. This special week of praise should commemorate the goodness of the Lord for what has transpired this past year in your church as a result of Key '73. Suggest specific ways that praise can be shown for God's goodness.

Scriptures of Praise

Each Christian should use Scriptures of praise throughout the week. As a greeting, instead of "Hello, how are you?", quote a praise. Send cards, letters and notes of praise and encouragement.

Rejoice with the new converts in your church by sending them letters of encouragement. Extend this encouragement to those away from home, shut-ins, etc.

Prayer-Praise Stationery

Provide note paper or stationery on which are the names of those who have been saved, healed, filled with the Spirit, or received a special touch from God within the past few months. Suggest that members rejoice with these by sending a greeting and note of encouragement.

This stationery also might be used as a testimony to those in need; a reminder of God's ever-present help.

Celebration of Praise

Make the Sunday evening, or midweek service, a Celebration of Praise. Include songs, testimonies, choruses of praise. Read Scriptures of praise. Thank God for His continual blessings to your church. Remind all of His presence and help.

Noon Call

When the whistles blow, the noon clocks chime, ring the church bell, too. Open the church at noon during this week for those who can come for a time of prayer and praise. Encourage workers to drop by, or if they are far from the church, to spend a few minutes daily in praise at noon.

Advertise that your church is open and people of the community are welcome to come for praise.

Praise-A-Gram

Print a Praise-A-Gram and distribute copies to each member of the congregation. Suggest they use this telegram-style paper to write to a friend telling him of the goodness of God to him.

CHRISTMAS "SHARE JOY"

Make this holiday outreach-oriented. Share the joy of Christ's birth.

Christmas Coffee Klatches

The women of the church might invite neighbors to their home during this season. Serve refreshments and read the Christmas story.

Service Booth

At a shopping center or mall, set up a service booth. For a minimal fee gift wrap packages. From here send youth to carry bundles and packages to cars. The ladies might bake cookies and candy to sell, the proceeds going to a needy family in the community.

Trim a tree with Scripture portions containing the Christmas story. Invite people to "untrim" the tree by taking the booklets and folders.

Choir Concerts

Send your choir to areas where people will congregate during the season—shopping center, a busy streetcorner, etc. Along with the Christmas carols, let them dispense tracts and Scripture portions of the Christmas story.

NEW YEARS "VICTORY SUNDAY CELEBRATION"

Report the joys of the past year and anticipate the good things God is going to do for the new year.

Testimonial Breakfast

Either as a total church, or as several smaller units, conduct Testimonial Breakfasts. The purpose of these breakfasts is to allow a time when new converts and those involved with the church's outreach this past year can meet and share their experiences. A speaker is not necessary; a master of ceremonies who can keep the program flowing (not preachily) is vital.

Divide the breakfast guests into groups of 5-6. Let them share in this small group—around the table—and be prepared to have a spokesman from their group report a summary of their discussion. Suggest questions they might respond to, such as:

1. How many people do you know who have accepted Christ the past year?
2. What one thing happened in our church this past year which is of greatest significance to you?
3. What could happen in our church this next year?

Guide the theme continually to evangelism and spiritual victories God has brought.

Prepare for a great blessing as the groups testify of victories. Have small group prayer after the testimonies are given:

Midnight Clarion

At midnight on New Year's Eve, ring the church bell or play the chimes if your church has such. Allow the congregation to stand with audible praise for the victories of the past year and as a commitment to let God do in their lives what He desires in the new year.

VALENTINES DAY

Include each member of the family in the Valentines Day gathering.

If the event is to include a meal, each family unit should sit "together". Or serve Valentine "sweets" for refreshments.

The Valentine-themed activities should be planned

to include each member of the family. Appropriate games, skits &/or dramas, participation in musical entertainment, etc., will be enjoyed by all.

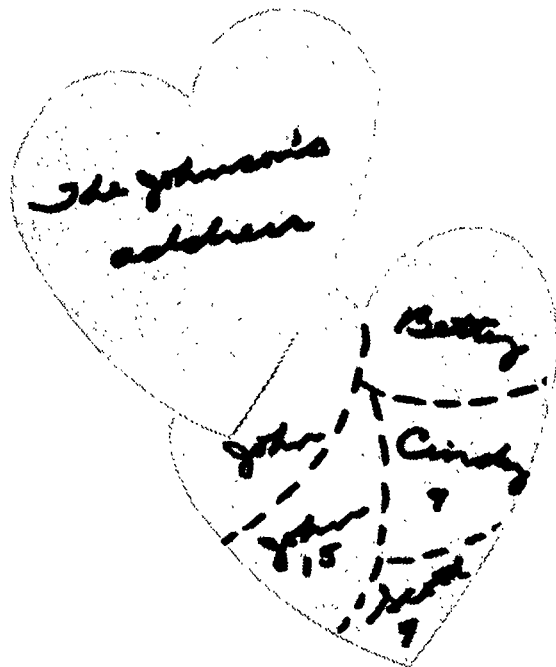
Do not fail to emphasize God's love. Review the command to "love one another."

Divide the group according to families. It may be necessary for some to "adopt" an additional member in order for everyone to become involved in this activity.

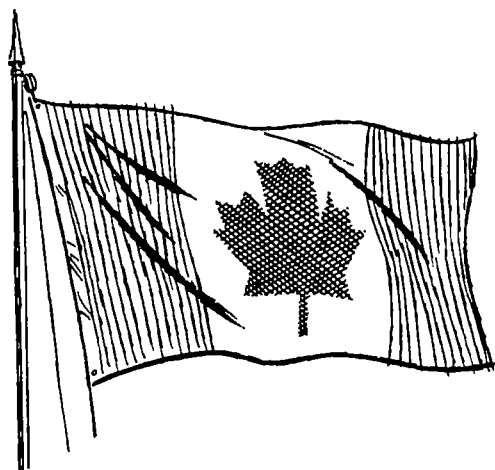
Give each family a large heart made from red construction paper. Instruct them to write the family's name, address and telephone number on one side. On the reverse side, section off the heart writing the name of each family member within a section. Each person should express concern, appreciation and love for the other family members, encourage each other in faith and Christian stability.

After this time of unit sharing, ask each family to exchange their heart with another family. The purpose is to remember each other in prayer for a specified period of time (week, a month, etc.).

The occasion may be concluded by prayer. Suggest that each family gather with another family. The family members may pray one for the other, or the fathers may lead in prayer in behalf of the family.



CANADIAN HOLIDAYS



CANADIAN HOLIDAYS

VICTORIA DAY (3rd Sunday in May)

Queen Victoria of England was an outstanding leader. Her rule was one of example. Her high character, honesty, sympathetic spirit and loyal devotion as wife, mother and queen cannot be disputed. She was a committed ruler.

The holiday when she is honored can carry emphasis upon these same qualities.

Make a visual—mobile, word cards, flip chart, etc.—with the words which show the character of Queen Victoria—honesty, true, sympathy, loyalty, etc. Give one of these cards to several members and ask them to come prepared the next week to speak a few minutes on how these characteristics can be developed in the Christian life; why they should be a part of every Christian; their true meaning.

Provide a base upon which the total visual can be developed.

Use the theme "Respect for Those in Authority", or "Christian Character and Example".

DOMINION DAY (July 1)

Just as Christians are united in Christ, so the Provinces of Canada are united into one Dominion. There is a bond between them; a common cause and respect.

Draw a large map of Canada. Outline the Provinces with their capital cities. According to the number of classes or departments in your Sunday school, cut apart the map. Each class can be a province or a part of a province.

Cut apart the portion given to each class into as many pieces as there are pupils and ask each to bring his with him when he comes to Sunday school on DOMINION Sunday. Stress that if he is absent, the country-province will be incomplete, without real unity. An absentee makes an incomplete puzzle.

You may wish to allow him to divide his piece into two or more pieces, each to represent a visitor he will bring. The piece each visitor brings may be colored a different color—using the Canadian flag colors.

When the pieces are returned, each class puts together its part of the puzzle and presents it to the total Sunday school. When the map is completed, discuss the need for unity—for each one to do his part. The Sunday school is not complete unless each member is present. For each 100% class, place a Canadian flag over their portion of the map.

Dominion Day may also speak of National or Christian heritage.

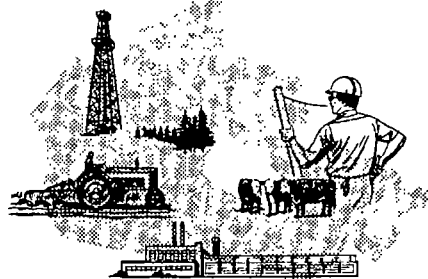
LABOR DAY (1st Monday in September)

Labor Day commemorates the laborer. It is celebrated throughout the North American continent.

This is a good day for Rally Day in the Sunday school. Make it an "Across Canada Day" as well.

Secure, or make, a large map of Canada. Outline the provinces each member comes originally and give him some picture or object which is definitive of that area—a picture of an animal which is found there, the provincial flower or flag. Place these pictures on a toothpick (or similar small stick) or arrange to paste them on the province.

The purpose: to see which province can be the most populated this Sunday in Sunday school. Of course, the local province will undoubtedly have the most, so pro-rate, or by percentage work a point value for each province. When the person comes to Sunday school his flag or picture is placed on the map.



Team leaders for each province might be appointed to rally the people for his province. Prepare songs, slogans, etc. for each provincial team to add enthusiasm. Let visitors count double points.

Other themes for the day might be, "Labors of Love," and the Christian's labors with (not for) the Lord.

THANKSGIVING DAY (2nd Monday in October)

See the Thanksgiving Day idea pages in this section.

GRATITUDE DAY

Using the Scripture, "Every good and perfect gift..." (James 1:17), build a sharing day for this Sunday. Provide each member with a 3 x 5 card and ask him to write on his card the things for which he is most grateful. Collect these the week before Thanksgiving Sunday. If possible, group them according to topics, or according to age. Share them in a worship time.

Note the tangible things which are mentioned and the intangible items. How do they compare? What are the things which are of real value to us? On what things do we really concentrate; what consumes most of our time, even our leisure? Do the two compare; are the truly valuable items the things to which we give the most attention?

Involve families in this presentation. Suggest they can share together during the week those things which are of greatest value to them and then list them. Invite them to publicly share with the congregation.

Ingathering

Originally Thanksgiving commemorated the ingathering of the harvest. Thanks was given to God for his faithfulness. Today more of your community may be urban rather than rural. Therefore Thanksgiving to God may be for different things—but should carry the same spirit.

A Homecoming Sunday when families are invited to gather is appropriate at this season. Invite families to attend Sunday school together, 100%. Also invite the entire church family to gather—active and inactive members. Provide special features which include families and perhaps those who might be special guests (former attenders, pastors, etc.).

Give to each member a special card upon which is lettered "My Thanksgiving". While some may bring the "first fruits" of their harvest, many urbanites cannot do this. But, they are able to bring some tangible offering of Thanksgiving—money, handwork, sewing, etc. On the card ask them to express their thankfulness to God for His care. To this they can attach their thanks offering (or put it with it).

Provide a time when the thanks offerings are presented. Any food items or other such offerings may be given to needy persons or sent to the UFW house for distribution.

Thank You Cards

In addition to showing thanks to God for His care, allow this day to be "Thank You Day" when Christians express thanksgiving to friends and family.

Suggest that each person bring a card in which he has written a short note of thanks and appreciation to someone. It may be the pastor, teacher, fellow Christian worker, member of the congregation—anyone.

Either provide a "post office" through which these can be delivered, or allow each one to deliver his own.

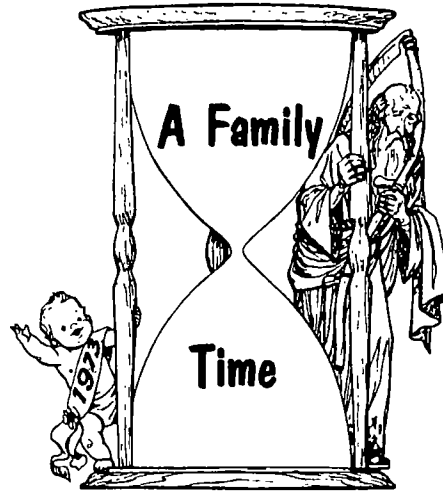
This would be a good Sunday for the church to have a church supper or covered dish dinner or other fellowship time.

Pastor Appreciation

Say "Thank You" to the pastor and his family on this day. Cards and notes of appreciation are ways of showing love. Perhaps a free dinner for him and his family at a local restaurant one night this week would be appreciated, too.



New Years



Think of the family as the New Year's program—watchnight evening—is planned. Provide for them in the program. The "Church family" can be a vital part of the total evening, but also allow individual family units to have a time to share together.

FAMILY AT-HOME TIME

Prior to the church service on New Year's Eve, suggest that families spend time together, an evening at home. Prepare suggestions for them and give a copy to each family in time for them to plan. Schedule the church time late enough in the evening to allow ample time for the family.

gest that families spend time together; an evening at

Some at-home suggestions are:

Family Slide Show

Have the family gather together the pictures it has taken over the past year. Review these together. Remember the good times. If these are slides of the church activities suggest that each family bring a few—no more than 5—and this slide presentation could be a part of the at-church program.

DRAMA

Each family member is asked to remember one outstanding event that the family did this past year. He is to act out this event and allow the other members to guess. Then he is to tell why he felt it was so outstanding. Each member is allowed a turn.

Party Time

Set the hands of the clock back several hours so it will ring at "midnight"—the time when the family should be concluding its part of the evening together and getting ready to go to church.

Announce your party is just a few hours ahead of

midnight, but you are going to celebrate the new year together as a family before getting together with the church family.

From newspaper fold party hats. Provide crayons or paints if the members want to decorate their hats. Further decorations might include confetti, noise makers, balloons. Let all family members participate in getting the activities ready.

Reviewing Last Year

Have each family member make up 5 questions about things which happened this past year. Such questions might be as follows:

1. On our vacation last summer, the first night we stayed in a town named_____.
2. The name of our family member who had the mumps was_____.
3. The number of people at our Thanksgiving dinner was_____.
4. On Easter our family went to_____.
5. Name the smallest present Dad received on his birthday_____.

The parents might prepare some questions in advance in case some members cannot think of some. Allow each member to read his questions, while the others guess (or write them on paper). Correct all the questions, giving 10 points for each correct answer. Divide each score by the age of the member, thus giving younger children as great a chance as older members.

Expressing Thanks

Allow time for each member to express his thanks for the greatest thing that happened to him this past year. Have all others tell what they think their greatest

experience was, too. Couple this with letting each testify of the blessings of the Lord during the year.

Family Resolutions

Rather than make individual resolutions, discuss together some things which the entire family can consider for the new year. Each might tell some special desires and hopes for the months ahead, but as a family decide several goals for the new year.

Pray together over these aspirations and desires. Include in the discussion of family goals the family's missionary faith promise, family tithe, commitments for Christian service, how to make your home more Christ-centered, ways to witness in the neighborhood, at-home nights.

Card Devotions

Sort the Christmas cards the family has received. Put them in small stacks of no more than 14. Each day select 1 or 2 cards and remember to pray for the family or individual who sent the card. Continue this as a family through the month of January.

AT-CHURCH TIME

Center the Watchnight Service around the family units. Include all family members in the activities. Ask them to sit as families, if you wish. Those members whose families do not attend should be "adopted" by another family. This might include single persons, children of youth whose parents do not attend, etc. Some of these family activities can be:

Family Talent

Ahead of time ask each family to prepare a brief (no more than 2 minutes) presentation. It might be testimonies, a musical number, or art or drama selection, a visual review of the year (slides of church, family, etc.), or whatever each is capable of doing. Be sure the entire family is involved.

Family Album

Have a photographer available who can take photos of each family present which wishes to have a family picture taken.

Outstanding Families

The week prior to the service, have the church choose an outstanding family—or several families. Announce the winners that night. Ask several to stand and tell why they feel this family is outstanding. The family may respond, too, and tell how they try to be a Christ-honoring family. A presentation may be made to the family—something for their home.

Panel

Select several persons—no more than five—to serve on a panel. Be sure to have at least one from each age—children, youth and adult. Let the panel respond to questions which deal with family, parent-children relationships, home-family habits and activities, etc. Have some questions ready prior to the meeting, but also allow questions from the audience. Questions such as the following might be asked.

1. What can families do to present a positive witness in their neighborhood?
2. When family discussions turn to arguments, what is the best solution?
3. What are the Scriptural principles regarding parent-child relationships? (See Eph. 5 and 6 to begin.)
4. What things about your family do you appreciate most?

Panel members may be from the same family, or from different families.

Family-Film

Select a film for this evening which deals with family relationships, issues or instruction. If the film lends itself, allow for discussion to follow.

New Christian Families

If new families have been saved and/or have come in to your church this past year, let them share what the church has meant to them, how their family has changed since it has been a Christian family, what they do as a Christian family.

Perhaps a parent or spouse has been saved this past year. Let this family share the difference in their family since this one's salvation. Let the new convert share how he was saved, and the influence of the family in bringing this about.

Need Sharing

Allow time when families can tell what they appreciate most about the church's ministry to their families. List these on a chart, chalkboard or overhead projector.

Then, allow the families to tell what they feel are some needy areas in which the family can assist. Let them be frank, open and expressive of any needs. List these also for all to see. Take these needs under consideration. Select a group of 5 to 7 persons (family members) who can discuss these together and determine a way to minister to these needs.



FAMILY HOLIDAYS



FAMILIES FAVORED

The concern expressed by many for the building of unity in families is taking shape in the church life. Many churches are instituting family plans, when the home is getting first priority. This is a biblical approach, worthy of note.

The following ideas are suggestions for family-centered activities throughout the year. Perhaps the church can suggest things families can do together, provide a free time for it in the church program and encourage parents to develop the ideas given.

NEW YEARS FAMILIES

Make families a part of the new year's planning. Include them in the activities which the church plans. Prepare ahead of time for the fellowship time of the watchnight service to be designed for families to fellowship as units with other families.

Try the following:

Children's Presentations

The Sunday prior to New Years, during the Sunday school hour or children's church sessions, ask the children to complete a sentence similar to the following: "The best things about my family are. . ."; or, "My parents are tops because. . .". Code the papers so the identity of the writer is obscured. Select a panel of judges to determine the winner.

During the watchnight service read several of these statements, and announce the winners.

Family Communion

Build the concept of your church family. Stress the part each family unit and individual shares in making this church a true "family" together. Share needs, rejoicings; the goodness of God, the sorrows that come.

Provide time for a **prayer fellowship**. Ask each person to turn to the one next to him (no more than 3 in a group) and to share the greatest thing God is teaching

him now, or the sorrow on his heart, the need, the latest answer to prayer, etc. Allow time for these two to pray together.

FAMILY TRADITIONS

The beginning of the new year is a good time to consider family traditions. Traditions and customs unify and strengthen families. If they have Christian significance and are rooted in beliefs they add moral and spiritual fiber to the life of each individual family member.

Encourage families to establish certain traditions. Perhaps several families have such customs. Allow them to share these. Ask them to tell what they are, how they were begun, what meaning they have to the family members and how they are perpetuated.

Some families have traditions, but they do not realize it. Some of these might be:

Spending holidays with certain persons.

Daddy carrying the children to bed each night.

Mother reading a bedtime story each evening.

Always eating in the dining room on Sunday.

Always getting to choose dinner menu on my birthday.

A peanut baked in the birthday cake, with a special treat for the one who finds it.

Always reading the Christmas story on Christmas eve.

Hiding colored eggs at Easter.

Father always giving Mother a rose on their anniversary.

Challenge families to establish traditions. Suggest that they discuss together what a good tradition might be and then follow it. Traditions can't be forced, but you can plan for them and hope for them. Ask the Lord

to guide in establishing certain traditions which will make each Christian home most attractive to each family member, and to those looking at that home.

Young couples can discuss traditions each enjoyed in their home prior to marriage, and decide together how to continue or establish traditions in their home.

As children are born and experiences develop, parents should be mindful of things which could become the basis for lasting traditions. Every child should feel "our family is special".

Couples whose children are grown might write a letter to them, reminiscing about old family traditions and encouraging them to establish traditions in their own families, traditions that will bind and unite them.

BOX SOCIAL

As a family, take a box dinner to share with another family, with a shut-in, to the parsonage, or to share with newcomers in the church.

Allow all family members to participate in the preparation—decorating the box, baking the food, gathering items, writing out scriptures to share.

FAMILIES SHARE

Plan a church family sharing time. Set aside a day each week during the summer months when different church families are invited to share with another family. Selecting families to entertain or invite may be accomplished in several ways—putting each family's name "in the hat" and allowing each family to draw a name, by classes or departments, etc. Each family unit, whether a single person, married, with children, or without—each household—should have an invitation from another family and should also give such an invitation. It may be for a meal, for dessert, a picnic, outing—whatever the family wants.

Or, several homes may be opened where certain families are invited to share in a fellowship time.

BIBLE SUNDAY

Select several parents and teens to serve on a panel which will be assigned to suggest ways which the Bible can be featured and used in the home. They may survey the church families to see how they use the Bible at home and include these ideas with their own suggestions.

Allow expression not only of actual Bible-in-hand ideas, but also how the biblical truths are lived out at home. Some ideas could include searching the Scriptures together for guidance in family problems, identifying (biblically) the roles of each member of the family,

making pictures and plaques for the walls, Bible memorization.

Prepare a list of these ideas, and make them available to all church families. Ask families to bring family Bibles which might be in their homes, for a display on this day.

LIVING VALENTINES

Valentines speak of love. Let each member of the family be a living valentine during the month of February. Cut large valentines from red construction paper. With a magic marker, print the following words in large letters on the hearts.

Smile	Do a good deed
Be kind	Share
Be polite	Play fair everywhere
Be friendly	Be quiet
Have good manners	Love everyone

Many more can be added to adapt to the specific family.

Allow each family member to select one heart for his valentine each week. The hearts may be placed in their room, on the family bulletin board, or in other obvious places. At the end of each week, together as a family, remember ways which each fulfilled his role as a living valentine.

For family Bible reading, use the texts which deal with God's love to us and our love to the world. I Corinthians 13 also provides a perfect outline of love's characteristics.

FAMILY WEEK

Family Week always occurs the week prior to Mother's Day. The church may wish to provide special plans for this week to emphasize the Christian family and its function in the church and community. Program this as a practical, involvement time. Consider the following:

Sunday—Family Day. Invite all families to sit together in church and afterwards have dinner with relatives or other close families.

Monday—Family At-Home Night. All families stay home and fellowship with each other. A violation of this evening: to call or otherwise disturb another family.

Tuesday—Family Sharing Evening.

Wednesday—Family Church Night. Make this a special mid-week service.

Thursday—Family In-put Night. Provide a seminar-type evening for teaching and maturing of each family member.

Friday—Family Fun Night. One or more families participate in a recreation time which they enjoy.

Saturday—Family Fellowship Day. Suggest families do something as a family unit which is of help to others (mow a lawn or clean the house of an elderly person, paint a Sunday school room, etc.).

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SUPERINTENDENT HELPS



OPENING SESSIONS

Sunday school opening sessions are undergoing great evaluation and change. Some are questioning altogether their value and are eliminating them. Others feel they do meet particular needs, and therefore, instead of eliminating them entirely, have modified theirs. Still others are conducting them in only certain departments and allowing other classes to go directly to their rooms. And another group has maintained the opening assembly, but only monthly or quarterly.

The individual church must evaluate its own program and decide which course it will take. But, of greatest consideration should be, "What is the purpose of the opening assembly? Is it in keeping with our goals as a Sunday school? Is it really helping us accomplish our goals?"

The Foursquare Blue Book (new edition, 1973) outlines concisely what the purpose of the Sunday school is. It offers suggestions and guides for accomplishing these purposes, and the part the opening session can play. While a church should consider carefully before discontinuing its opening session, it should also consider if the present program is adequate and ministering to needs. Review each of the opening session times in your Sunday school, in the light of the Sunday school purposes and the suggestions given in the Blue Book. Make this time profitable, preparatory for Bible study and spiritually stimulating.

FELLOWSHIP

Fellowship can be a part of the opening assembly. Elements of this fellowship time might be: 1) welcoming visitors; 2) birthday remembrances; 3) promotional ideas and contests. Each of these things needs not happen every Sunday. Birthday remembrance for example should occur just once a month. The fellowship aspect of the assembly should be no more than one fourth of the time.

Consider the value of the following types of fellowship elements.

Visitors

Visitors should feel welcome, but not embarrassed. To avoid embarrassment, try the following:

1. Let the one who brought a visitor present him—rather than having the visitor stand and introduce himself.
2. If a visitor comes by himself, assign someone to find out his name and to introduce him.
3. Consider the age of the visitor. Don't insist that he stand if he is a teenager or adult. Don't call him forward to receive a remembrance if he is hesitant. (If this is your policy, let one of the members take the gift to him.)
4. Be sure the visitor is assigned to someone who can take him to class and introduce him to others. Never leave him to find his own way.
5. Show a genuine concern for the visitor, not just for him as another number of the attendance board.
6. Remember, he is there by divine appointment. Minister to his needs in the Sunday school time and with a follow-up.

Birthdays

Prepare a **birthday poster** for each month and list the names and birthdays of pupils to honor that month. On the Sunday when his birthday is to be honored, ask each pupil to recite or read a Bible promise he has chosen himself. Then a teacher can lead the group in prayer, naming each person being honored.

Make each birthday a **Christ-honoring birthday**. As the pupil slips his birthday offering into the bank, ask a teacher to tell certain "church-related" facts about the pupil. For example, "Chuck was first brought to church in his mother's arms. When he was two, he went to Sunday school for the first time and when he was three, he knew how to sing 'Jesus loves me', etc."

For shut-ins and all who are unable to attend

Sunday school, at the beginning of each month decorate a birthday **board**, simply but attractively. List the names of the persons who have birthdays during the next month, and include the birthdate, full name, address and phone number. If a picture is available, add this.

Call attention to the board and ask congregational members to send cards or call these persons, wishing them a happy birthday. Some may want to take a small gift or a book to the shut-ins.

Change the board each month and decorate according to the season or holiday.

Sunday School Promotion

Review the chapter in the Blue Book titled Enlargement. Consider especially the portion dealing with publicity and promotion.

When the Sunday school is engaged in an enlargement campaign or contest, time needs to be allowed for this activity. However, care should be taken not to shorten the teaching time. The core of the Sunday school is the time spent in study of the Bible, God's Word. The assembly time can be utilized for promotion activities. A to-the-point presentation of the goals, phases of involvement, progress and challenge for the contest or campaign is much more effective, and less time consuming, than a little-prepared one. Involve as many people as possible and practical within the allotted time.

WORSHIP

The worship aspect of the opening assembly should be the major portion. Included in worship are usually the following:

Music

All music used should have meaning to the age involved. Words to songs should be easily understood. Melodies should be simple and appropriate for the group; style in keeping with the attitude of worship.

Giving

When the offering is received as the pupils enter, the "love gifts" can then be presented to the Lord as part of the worship time. Or, the offering containers passed during the assembly and presented thus. Giving is a part of worship; teaching regarding this and opportunity to participate in it are important.

Prayer

Allow pupils to participate in prayer. Vary the prayer time as other areas are varied, but do not sacrifice the element of worship for variety.

Reading the Word

This does not, and need not, always occur during the opening assembly time. When it is included, brief comments are all that are necessary. Let the Word speak for itself. If it is selected in the light of the theme for the entire program—and each assembly program should have a theme and definite goals—it may well be the core of the worship time.

Two general rules of the leader of the opening assembly to follow are these:

1. Do not steal the teacher's time. Begin and end on time.

2. Do not steal the teacher's "thunder". Do not take the core or heart out of the lesson which will follow. The teacher should be allowed to present the lesson material first.

DEVOTIONAL THOUGHT

The following devotional thought might be used in the opening assembly over a period of several weeks.

Birds in the Gospel Tree

Mocking bird—mocks everything and everyone

Parrot—repeats gossip and all negative things

Owl—doubter, who is always saying "who"?

Peacock—strutts, but does little else

Pigeon—always returns, as if in circles, never getting anywhere

Woodpecker—pecking at everyone and everything

Humming bird—hums and sings the praises of the Lord

Eagle—soars into glorious heights in the Lord

Visitation Views

Try one or more of these groups for sparking visitation:

Prospectors Club

Fishermen

The Twelve

Get-One Club

Secret Service Group

Evangelistic Fellowship

Andrew Club



* SUNDAY * * SCHOOL * * PICNIC *

The word "picnic" is firmly established as a synonym for good, wholesome fun. And picnics come in all sizes and styles, from the quiet "back yard" variety to the huge, noisy organization picnic attended by hundreds. But big or small, the best picnics don't just happen—they are well planned.

But any who have heard and really believed the phrase "easier than a Sunday school picnic", just have never tried to organize and supervise one. Much work and prayer is represented in a smooth-running picnic. But great benefits are derived from them.

PURPOSE

1. A social time for all Sunday school members.
2. A time for physical activity in a Christian setting.
3. A contact with families and occasional attenders.

PLANNING

Choose a picnic committee. Consider that this committee should be comprised of:

1. One person from each department of the Sunday school. (Those working with the different age levels know what that age is capable of and likes to do.)
2. Persons experienced in sports, menus for refreshments, games, publicity, etc.

Assign certain areas to different persons, define clearly their responsibilities and ask for an accounting of progress made. Begin planning well in advance. Allow for several meetings prior to the picnic. Everyone ought to have fun at a picnic, whatever age, and a good committee will provide for this.

Select a date. Many Sunday schools are using the late summer or early fall for picnics since it provides a good "rallying" point for gathering summer strays and introducing fall plans.

When the picnic is held in the early fall, many times it can be the climax to any attendance drive for summer. When points or talents have been given during the summer for attendance, visitors, etc., they can be "cashed in" at the picnic for participating in special activities.



Make the picnic a "double-header" and arrange it in two parts.

Saturday — Fun time

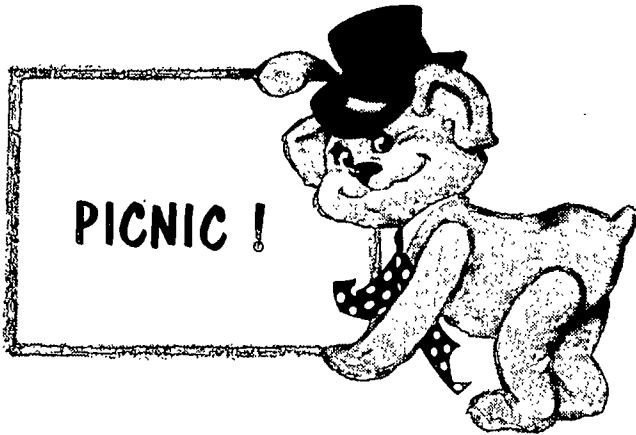
Sunday — S.S. Rally Day when all strays and regular attenders return for the fall.

Advertise it in this way and at the picnic emphasize that this is "Part I" of the two-part program. Make Sunday morning a real Rally Day.

PUBLICIZE

Add new features to your picnic each year, and advertise them. Posters—maybe even a poster contest—tell much and can be true incentive stirrers.

Set the date and find a clever way to make it known. For example, if the date is September 14, advertise the "Big 14". Place small posters all through the Sunday school facilities several months prior to the picnic; list it in the church bulletin. Run a contest to see who can guess what the "Big 14" is. Ask people to circle September 14 on the calendar, and then let the information "leak out".



TALENT REDEMPTION

If, during the summer months, you have used a talent-type system to encourage perfect attendance, memorization, etc., use these to regulate participation in the picnic activity.

The following suggestions may be used for redeeming these talents at the picnic, or it may merely serve as a format for planning picnic activity.

The purpose for allowing each to spend his talents to participate in the games and tournaments is:

1. To encourage participation by all.
2. To program the activities for the picnic.

Determine beforehand how many talents each game will "cost." Be fair; do not make exceptions for some.

If there are visitors at the picnic who do not have talents to participate in the games, give them a certain number of these. Limit this however, to make it fair for those who worked for theirs during the contest.

If a regular attender brings a friend, suggest he might share his talents with the friend, too.

PRIZES

Prizes are not necessary for each game, but rather allow each to spend his talents in playing the games. If you feel an award is necessary, return a talent to the person who scores a certain number of points so he can play the game again.

GAMES

Many of the following suggestions are for individual participation. Determine the number of games you will need. This will depend upon the number of persons attending. Do not keep persons standing in long lines; they will become discouraged.

Booth-type areas are not necessary, but advantageous. If not used, draw a well-defined line behind which the person playing will stand, or better yet, place a bench on this spot. Do not allow "standers by" to interfere with the games by standing in front of this line or trying to "help". Make it fair for all.

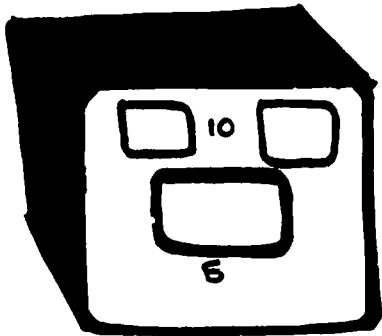
Do not allow one person to monopolize any one game, but rather keep them rotating to give each his turn.



One person is needed to be in charge of each game. He will collect the talents, give out the equipment and keep the game going. He is responsible, too, to see that each person has his turn to play. Be sure he knows the rules of the game before he starts.

TOSSING GAMES

1. Fruit jar rubbers over nails. Drive nails in board. Give each person 5 fruit jar rubbers to toss from distance of 6 to 10 feet. If desired, number the value of each nail.
2. Line up several soft-drink bottles. Toss fruit jar rubbers onto the necks of bottles from 6 to 10 feet back.
3. Basket ball free throws—see who gets the most out of 10 tries.
4. Toss or sail paper plates through a suspended barrel hoop or wire ring. Give each contestant 5 plates.
5. Toss or sail paper plates into wastebasket, or through basketball goal.
6. Suspend 8-inch hoop and within the hoop suspend bell. Object: from distance of 6 to 8 feet, to toss an object through hoop without ringing bell. (A ping-pong ball is good for this.)
7. Toss bean bags at target on floor, such as a bean-bag board, tin cans, wastebaskets, etc. Size of container and length of throw should be determined by age of contestants.



Bean Bag Board

8. Dart games of all types: throwing darts at balloons, at a bull's eye target, etc.
9. Toss a wet sponge at the face which protrudes through a sheet 6 to 8 feet away. (Several sponges and a pan of water is needed.) One of your Sunday school members can be the "face".

Other tossing games may be devised by using checkers, corks, pebbles, marbles, curtain rings, milk or coke caps, etc., tossed into such containers as egg cartons, cake pan with center hole, muffin tins, flower pots, small end of megaphone, tin cans.

BOUNCING GAMES

1. Bounce ball from distance to 6 to 10 feet, into wastebasket or box of similar size.
2. Bounce ball (up to tennis ball size) on floor, off wall, and catch in funnel.
3. Bounce ping-pong ball on hard surface and into egg carton.

RELAYS

All types of relays may be used for this. Care should be taken that the very small are not competing with the older children. Some of the most familiar are:

Sack race	3-legged race
Pass-the-stick race	1-legged race
Balloon on ankle race	Wheelbarrow race
Horse and rider race	

A staff of starters and judges is important.

RIDES

If the following are available in your area try these:

Pony rides Horse-back rides Bicycle rides



TOURNAMENTS

Stage several tournament-type competitions if desired. Such games as checkers (regular and Chinese), ping pong, croquet, horseshoes, work best here. Allow no one to play more than two or three games in a row. When the competition has progressed so that several have won two or three times, have a play-off to determine the champ.

Require more than one talent for the tournament; perhaps three.

SPORTS

1. Teams— Have each contest team challenge the other.
 - Young men against the older men; men against women.
 - Any team sports will do.
2. Individual—ping pong
 - tennis
 - badminton

Be sure the rules are clear to all before you begin.

OTHER GAMES

Consider some of the following,

For pre-school children: Large cardboard boxes to play in, sandbox utensils, crayons for them to "decorate" the white paper tablecloths, lollipop hunt, races.

Elderly persons: Table games, such as scrabble, puzzles, etc.



REFRESHMENTS

Allow children to redeem their talents for refreshments.

Soft drinks — 1 talent per cup

Popcorn — 1 talent per bag

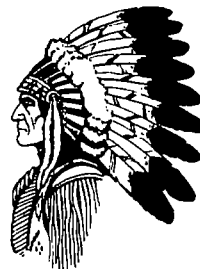
Candies — 1 talent per piece

DINNER

Pot-luck dinners and picnics seem to go together. Either begin the picnic with a lunch or end it this way in the evening.

FEATURES

1. **Magic**—have a "Medicine Man" who does magic tricks.
2. **Rope tricks**—an "Indian Chief" might try his rope tricks on the audience.



3. **Glass jar** filled with beans, peanuts, buttons—almost any small object will work displayed at a central spot. Picnickers can guess the number of objects in the jar and win a prize.
4. **"Mr. Picnic"**—have a "mystery man" (or woman) who can be identified by one green sock. The first one to find him wins a prize.
5. **Pinata Game**—suspend the pinata (large, sturdy decorated paper bag filled with wrapped candy, peanuts, balloons) from a tree branch. Hang it high enough so the children can just reach it with a piece of broomstick. Blindfolded, the children take turns trying to hit the pinata and break it open. Permit three tries for each one, until the pinata breaks. Then all children scramble for its contents. (Especially good for primaries and younger.)

DEVOTIONS

Have a "Circuit Riding Preacher" conclude the picnic with a short devotion. Keep it short (no longer than five to eight minutes) and to the point.



Promotion Day



A well-planned and well-ordered Promotion Day program in your Sunday school can accomplish the same thing for the church that the public school promotion does for the community. It can arouse the interest of parents, stimulate the enthusiasm of the pupils and increase the importance of the school in the eyes of the church and the community.

Promotion Day is the special day of the Sunday school year in which particular emphasis is placed upon the educational side of the Sunday school work. The school leaders should make the most of this occasion to emphasize the importance of Christian education. It is the "New Year's Day" of the Sunday school: the time for new record books, new classes, new teachers.

The Teachers and Social Activity. Much is dependent upon the individual teacher if Promotion Day is to succeed. Class projects and the achievement of goals in anticipation of promotion should be emphasized by the teacher. Some teachers may plan informal gatherings for their class members, to welcome pupils who will be promoted into their classes.

Personal Conferences. The goal to win every unsaved person in the school for Christ by Promotion Day is a worthy aim. Encourage teachers to have personal conferences with the unsaved and unchurched persons in their classes. Special pulpit emphases upon salvation may be made as well.

Attendance Goals. Visitation goals the weeks prior to Promotion Day may result in the 100% enrollment present for this special day. Class and departmental visitation—in groups—help train pupils in this vital ministry as well. Adopt a slogan that represents your church's outreach vision.

Write invitations to be mailed to parents of the graduates. These invitations may be prepared by the pupils themselves.

Accurate Records. Accurate records are essential to a proper Promotion Day. Such records allow for proper recognition of graduates as well as insure that indiscriminate moving from one class to another does not happen.

The Program. Careful planning of the program can insure more than a "parade of children." It can result in a time of ministry to those present. Instill this concept in the hearts of the pupils who will participate. They are not entertaining; they are presenting eternal truths which result in eternal decisions. The church's open heart will tell visitors—perhaps the parents of the graduating pupils—that you care.

VISITORS ON PROMOTION DAY

Promotion Day can be perplexing to the first-time visitor. Especially so if he arrives a little early or a little late! He may go unnoticed while the Sunday school experiences a shift of teachers, pupils, classrooms, and schedule. He may be left to wonder "Which call should I attend? Where's the room? Who's my teacher? What will happen in class? How long will I stay there? What about church time?"

Prevent confusion for the new comer by:

1. Planning the program with him in mind.
2. Organizing against confusion.
3. Providing special registrars to greet visitors, fill out registration slips, explain where their class meets, and introduce them to someone in their group.
4. Assigning a "friend", or Christian "brother" or "sister" to the visitor, to show him around, explain the program and schedule, and answer his questions.
5. Pinning each visitor with a tag or button, to wear, so the teacher will recognize him as a visitor among his "new" pupils.

6. Posting traffic directors at strategic areas to assist pupils in finding the new location of their classrooms. They will be helpful to late-comers in particular.
7. Contacting and encouraging visitors to attend Sunday school again next week.

PROMOTION—Taking “Higher Ground”

Using Promotion Day not just to exchange classes, but to also emphasize the purposes of the church and Sunday school, adds another dimension to this day. The following capsule ideas and devotional thoughts may be used in varied ways. For example, the theme may be developed over several weeks, or several of the thoughts used for the one specific day.

The theme, “Higher Ground” suggests that there is a new level to achieve. The church, and the individual members, should be challenged to “take higher ground in . . .”

1. Education in the Word (reading, study, memorization)
II Tim. 2:15; Deut. 6:7–9; Psa. 119:11, 105
2. Evangelism efforts and witnessing
Mark 16:15; Matt. 5:14
3. Friendships, family relationships and marriage
Gal. 6:10; Luke 6:31; Eph. 5:21–33; 6:1–9
4. Christian ethics, character, standards
Phil. 2:15; Eph. 5:18; Col. 3:17
5. Foreign missions (giving, concern, prayer)
Matt. 28:19, 20
6. Prayer, personal devotions
Phil. 4:6; Eph. 5:26
7. Thought life
Phil. 4:8, 9
8. Faithful Christian service and stewardship
Rom. 12:1; I Cor. 4:2; Mal. 3:10; Prov. 3:9, 10
9. Life in the Spirit and ministering
Rom. 8:1; Gal. 5:16, 25; 6:2; James 4:15, 16
10. Dedication and thankfulness
Matt. 6:25–34; Prov. 3:5, 6; Eph. 5:20; Psa. 136

P—TA or P—TF

Promotion Day provides a time when the parent-teacher relationships in your church can be developed and more firmly established. It allows an avenue for instruction to parents of the many and varied methods and agencies which minister to their children.

A Parent-Teacher fellowship time may occur either on the Sunday of Promotion Day—perhaps in the afternoon—or it can be provided for during the week. Promotion itself may be a weekday activity, built around the fellowship aspect but also allowing for the actual promotion to occur.

The purpose of such a gathering is two-fold.

1. To permit teachers and parents to become better acquainted through discussion of the activities which the children are engaged in and through the sharing of the child's progress and interests.
2. To allow parents to become better acquainted with the Sunday school's objectives, organization, activities and facilities.

Program the event to include some or all of the following (or similar activities which will help to accomplish the purposes).

Pastoral participation—a short presentation explaining the Sunday school's purposes and ministries.

Leadership participation—a visualized exchange directed by the superintendent which has as its goal a fuller understanding of the school's structure, budget, immediate and long range goals, current programs and other pertinent items which allow parents to understand the Sunday school's value to their child.

Slide presentation—Prior to the meeting, take pictures of the various activities of the school—classes, awards, assembly times, bus or other transportation ministries, visuals being used, etc. With an informal script, use these slides to picture the Sunday school in action.

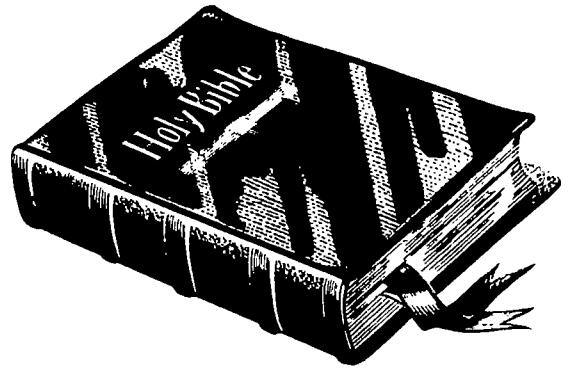
Demonstrations—Allow several teachers to demonstrate equipment which is used, such as the filmstrips, projectors, lesson books, other interesting visuals. Be sure to display all literature with its teaching aids.

Tour—Dismiss teachers to their classrooms and then allow parents and other guests to tour the facilities. Pupils may be involved, too, in demonstrating what actually happens each week. Display class projects, greet parents with positive comments regarding their children.

All workers should have name tags and present a positive attitude about each child and the school. Greet parents with ease and openness. Listen to needs; share accomplishments of their child.

Refreshments provide opportunities for added fellowship, too.

Scripture Memorization



Often teachers ask, "How can we get pupils to learn the memory work?" or "Why don't we have more emphasis on memory work?" or "What is a 'memory work program'?"

The value of knowing God's Word is clearly outlined in the Bible. From Deuteronomy 6:1-7 where Moses asked parents to "teach...diligently unto their children" to the Psalms which state, "Thy word have I hid in my heart that I might not sin against thee," and throughout Jesus' ministry where he said, "Ye do err, not knowing the scriptures..." (Matt. 2:29), the power of the Word is evidenced. Children who grow up ignorant of the great treasure passages of the Bible are underprivileged children. Begin early to have a consistent memory program in your church.

GENERAL TIPS FOR MEMORIZATION

1. Teachers and workers should learn the memory verses with the pupils.

2. Scriptures to be memorized should not be called "memory work", rather "verses to know," "memory verses," "verse to remember," or such.

3. As much as possible, make the memory verse a part of the total teaching hour. All parts of the lesson, learning activities, worship and sharing time should be tied to one central theme. The memory verse is a part of this.

4. Teach the memory verse as a part of the lesson. Passages are chosen for their correlation with the unit of lessons and additional emphasis by the teacher is a part of teaching.

5. Provide good incentives for learning the Bible. Some of these are, that they may:

- a. know the way of salvation
- b. know the kind of conduct that pleases God
- c. be kept from sin

d. know God's promises and thus pray more effectively

e. withstand the ridicule and unbelief of sinners

f. become effective soul winners

g. be helped in temptation

6. Give motives for learning that appeal to the age groups. Stars, symbols and such may be adequate motivation, but better still would be:

a. Memorize the parable of the Prodigal Son to repeat on Father's Day. Use Psalm 100 for Thanksgiving or the Beatitudes for Mother's Day; the Christmas story for the program.

b. Memory hymns or scriptures set to music are appropriate special music for youth.

c. Choral readings (verse-speaking choirs) work well with all ages.

7. Review is important. It is not only important that the verse can be said word perfect at the time it is memorized, but that it can still be said several weeks after the learning experience. Keep a list noting the reference. Review the list each time another verse is added.

8. Recognize good work. Verbal praise and encouragement are important.

9. Comprehension is vital. Note learning only is not thorough learning. It is important that the pupils understand thoroughly what they are to learn. The leader's full explanation of the meaning of the scripture should be a part of the memory presentation. What the verse says is important to the pupil.

10. Enlist as many of the senses as possible. Reading the verse aloud enlists sight and hearing. Writing it introduces the sense of touch. Unscrambling jumbled verses or words captures interest and fixes the verse in mind.

11. When memorizing a long passage, read the entire passage several times first before dividing it into parts.

12. Share what is learned with another person. This

gives the verse another dimension—the human dimension. If possible, discuss the memorized material with someone else. Learning verses with someone is another way of doing this.

13. Recognize that adults can memorize as well—often better—as younger persons. It is best when pupils begin very young, even at three-and four-years of age and continue the practice into adulthood. As they grow older they can easily learn longer verses.

14. Vary the approach to scripture memorization. Use many methods.

BOOKS OF THE BIBLE

Type an individual quiz for each pupil to take home. Include instructions to bring it back the following week. Ask each to write at the bottom of his page the Bible books he can identify in the following paragraph. There are 15 books mentioned. Here is the paragraph:

"In these remarks are hidden the names of 15 books of the Bible. The test is a real 'lulu.' Kept me looking so hard for facts I missed the revelation. I was in a jam especially since the names were not capitalized. The truth will come to numbers of my pupils. To others it will be a real job. For all it will be a most interesting search. Yes, there will be some easy to find; other hard to judge. So I admit it usually results in loud lamentations when we only spot a few. One lady said she brews coffee while she puzzles over the quiz. One book is underlined to give you a clue. Can you find the other 14?"

(Answers: Mark, Luke, Kings, Acts, Revelation, James, Ruth, Numbers, Job, Amos, Esther, Judges, Titus, Lamentations, Hebrews.)

MEMORY TRAIN

Write the Bible verse on a series of small colored construction paper railroad cars, with the reference on the engine of the train. Give each pupil one or more "cars" and ask them to arrange themselves in proper order. When they have properly arranged the words, allow them to recite the verse.

QUESTION WHEEL

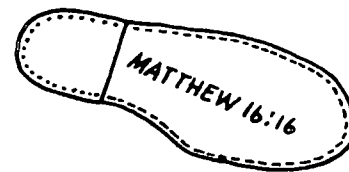
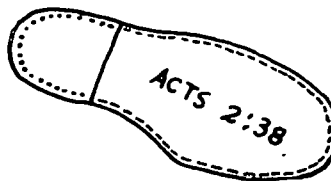
Make a large wheel with a pointer that can be turned. Letter questions at the edge of the wheel. As the pupil spins the pointer, he is to answer the question on which the pointer lands with the verse that has been learned during the past week. For example: the question may read, "I think I can get to heaven by doing the best I can." The answer may be Acts 4:12, "Neither is there salvation in any other: for there is none other name under heaven given among men, whereby we must be saved."

This method allows the pupils to apply what is memorized to life situations.

SING THE SCRIPTURE

Many Bible verses and passages have been set to music. "Psalms" books have been compiled and are available. Also, young people often are able to compose their own music to put with Bible verses. Encourage this.

1	2	3	4
5	6	7	8
9	10	11	12



SHOE BAG

For each pupil make a "shoe bag" from 9 x 12 brightly-colored construction paper. To form pockets,

glue 3 x 9 strips of paper at the usual stitching places for a shoe bag. This allows for 4 pockets per strip, or a total of 12 pockets. Hang bags on classroom wall.

Draw the outline of a shoe sole to fit into pockets—1 for each pupil for each verse of the 12 weeks. "Stitch" around edges of soles with crayon. Print on each shoe the reference for the week. As verse is memorized, place shoe into pocket, always with 2 of the same color together to form pairs. The thirteenth week of the quarter may be used for review of all verses.

QUOTATION QUIZ

Type out familiar Bible verses on 3 x 5 cards, leaving portions of the verses blank. Hand out cards to class members, having each quote orally the verse on his card, filling in the missing words. Often just a good start is helpful in remembering a verse.

DRILL AS YOU MOVE

Have children close their eyes, then say the verse whenever you, or a pupil chosen to do so, make a tapping sound.

Children march around the room to music. When music stops, they stop—and say the verse.

Teacher holds hands behind him with 1 or more fingers raised. If child whose name you call guesses how many fingers you have up, he is allowed to say the verse; if he doesn't guess correctly, the teacher says it. Either way, he hears the verse again.

MEMORY PLAQUES

As a learning activity pass out to each member of the class a painted or varnished wooden plaque. On the back of each plaque fasten a hanger pin so finished product may be hung on the wall.

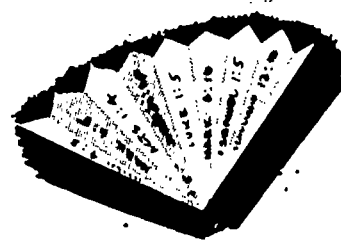
Using alphabet macaroni, spell out the words of one of the verses they have learned. Glue letters to plaque. Allow each pupil to choose the verse he wants, as long as it is one that you have studied together. Varnish, or seal in some other way, the plaques.

MEMORY CLUB

Begin a memory club. The only membership requirement: learn one Bible verse or passage each month.

The club might meet monthly. At each meeting—along with a few games (some of which can be Bible memory or story games) and refreshments—decide upon the next portion to be memorized, discuss it and allow the children to ask questions as you explain its meaning. Prepare a brief story or incident which illustrates the value of the verse to the lives of your pupils or tell what it has meant

in your life. Or, use an illustration—a true-to-life one—which shows the value of God's Word hid in the heart.



SCRIPTURE FANS

An appropriate hot-weather handcraft. Cut a semi-circular piece of construction-weight paper 11 x 22 inches. Fold, accordian fashion, to make 13 sections. On one side of the fan write a favorite scripture verse on each section. On the opposite side glue 6 craft sticks, 10 x 1/4 inches, to the center of alternate sections to give the fan body. Hold sticks together at base of the fan by boring a small hole in each and inserting a brass brad through holes.

MEMORIZATION GAME

Write each word of a verse on a separate piece of paper. Have one piece of paper for the reference. Pin a piece of paper to each pupil's clothes. If needed, pin two consecutive words on some children.

At a given signal have pupils arrange themselves so verse reads correctly. Time them to see how many seconds it takes. Keep track of time improvements from week to week.

If verses are short enough and group large enough have a race between two groups, using verses of the same length. If some pupils do not have a word, use them as captains to help arrange those on their teams. Use a different color paper for the words of each verse.

BEAN BAG THROW

Prepare a bean bag. Give it a bit of personality by adding pieces of felt, yarn, or embroidery thread for nose, mouth and eyes. Help pupils give bag a name, such as Mr. Memory Verse.

Teacher holds bean bag, gives the Scripture reference and then tosses the bean bag to a pupil. He catches it and then recites the entire verse. While he repeats the reference, the bag is returned to the teacher.

Give as many pupils as possible a chance to respond.

MEMORY GARDEN

From seed catalog get pictures of flowers and vege-

tables. Cut these out and on each paste the reference to a Bible verse which pupils should memorize during the quarter. Propose a large "garden chart" for the wall. Members of the class, one at a time, choose out of the garden basket a rose, pansy, head of cabbage, tomato, etc. If the pupil can quote the verse suggested on the chosen item, he can put it in the flower/vegetable garden chart. If he cannot quote it, another is given a chance to quote this and then choose a different flower or vegetable from the basket.

MORE MEMORY IDEAS

+Emphasize the need for memorizing reference with verse.

+Overlearning is essential to mastery in memorization.

+Never credit a pupil with knowing a verse until he has repeated it following a time lapse, with other verses studied in the meantime.

+Recording memory verses on flashcards is invaluable.

+Supplementary memory verses may be found in materials from VBS, camp, Crusader hour and other agencies which minister to the same age group.

MEMORY DRAMA

The meaning of the verse learned is as important—or more so—than the actual rote memory. Pupils should be able to explain in their own words what the verse means.

Divide the group into small units of 3 to 5. Allow each to create a short skit/drama which depicts the meaning of the verse. After they have "performed" ask them questions about it, discuss how they understand it better, decide how they might live out the verse in the week to come.

MEMORY WITH PUPPETS

Make simple puppets—either finger puppets or faces glued on popsicle sticks. Decide ahead of time the characters needed. Usually puppets which depict the pupils and their everyday life acquaintances are adequate for many puppet presentations.

Select the memory verse to be dramatized. Allow the pupils to prepare a brief scene which shows the verse at work in the life of one of the characters. Choose the puppets which are appropriate for the scene. Present the puppet show to the entire group.

Discuss the presentation and tell how the meaning of the verse was shown through the presentation.

Shy pupils may find this a less threatening method of expression.

MEMORY MODULES

Scripture memorization should be a vital part of the Christian education ministry to all ages. The Word hid in the heart, "holds me back from sin." (Ps. 119:11 LB)

Often the Sunday school does not allow for adequate blocks of time when Scripture memorization can be a concentrated plan. But, this plan can be moved to the children's church time and a module—or designated slot—of time set aside each week for memorization.

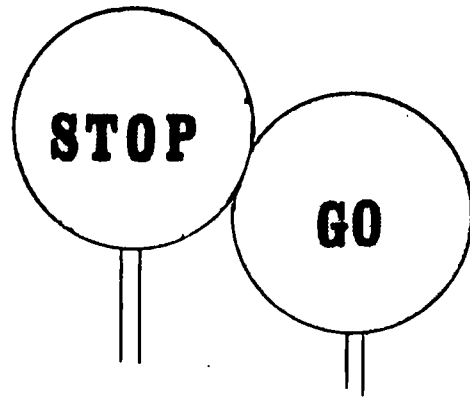
When more than one age or grade is included in the church time, but the Sunday school classes are closely graded (each grade in a different class), the leader must find a way to separate the grades if they are to concentrate on their Sunday school verse to be memorized. Allow the children to divide themselves into their regular grades and work together on their particular verse.

If the entire group is memorizing the same portion—the beatitudes, Lord's prayer, other special passages—the total group can work together. When the group, although all memorizing the same passage, can divide into smaller units, more pupils will enter in. Then they can come together after their unit studies and together present the verse.

Prepare games and visuals which illustrate the verse or help the pupil learn the passage. Or, allow the children to make their own activities to be used to aid memory. (See suggestions in this section.)

Memorization can be an interesting and stimulating adventure. The profits are many; the motivations should be worthy. Pupils should not be handicapped by not having this opportunity.

TEACHING TIPS



VISUAL SIGNALS

Prepare children to move from one activity to another by means of visual signals. These may be a set of mounted pictures or manual signals using hands and body. The teacher may hold up a picture of a child praying and wait for all to close their eyes—she has announced that it is prayer time and all should close their eyes and bow their heads. Similar and appropriate pictures may be used for offering time, rolling up or putting down the story rug, singing, standing, sitting, going to group tables and other activities. Stick figures work well, too. Hold up the picture until almost everyone is doing what the picture indicates.

"STOP" and "GO" SIGNALS

To help children remember when to talk and when to listen, use signals. On one side of an 8½ x 11 sheet of black construction paper, paste a big red circle and on the other side a large green circle. Explain to the children that when the green circle is showing, their mouths can "go", as in singing and sharing times. When the red circle shows, their mouths must "stop". If a child forgets and begins to talk in a listening time, the teacher may simply walk over and hold the red circle in front of him without saying a word.

TIMER BELL

Use a kitchen timer to call the class to a change of activity. Children are fascinated by the ticking sound and are always delighted when the bell rings. When set for just a few minutes, the ticking is a signal, too, that it is time to clean up the craft supplies and prepare for the next activity.

DISCIPLINE DOLL

A small doll or puppet may be used to gain attention. When the children are very still, let the doll sit up. When there is poor attention, stop and move the doll to a face-down position.

HORSING AROUND

Read Psalm 32:9. Find a picture of a horse and one

of a mule. Put these on the bulletin board. Think of some of the things you know about each. A mule is balky, stubborn, lazy, headstrong, and does not like to pull together. The horse with a broken leg will constantly bang his cast or fight it. He will not permit the injured leg to heal. It is often necessary to kill the horse when such an injury occurs.

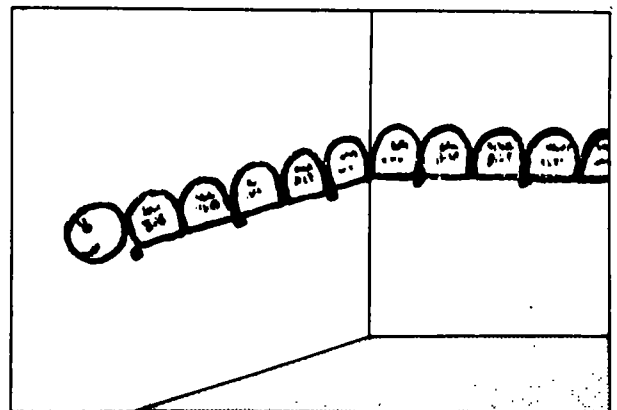
God admonishes us not to be stubborn or impatient like a horse or a mule, as we hurt ourselves and sin against God. We are not to be lazy, headstrong, putting all the work upon others; we are to cooperate and pull together.

Use these pictures to illustrate good cooperation and patience. Even primary children are not too young to begin learning this.

BOOKWORMS

When children learn a Bible verse or read a book from the church library, add a new link to the "worm".

From colorful paper, prepare the "head" of the worm and many body links. Post the head on the classroom wall and explain to the children that when they have learned a verse or read a book that a new link, with their name and their achievement on it, will be added. The more pupils achieve, the longer the "bookworm" becomes.



MUSIC HATH CHARM



Music can control the emotions and conduct of people. Quiet music can set a quiet mood; lively, loud music has an opposite affect. Use music as a teaching tool.

Consider the songs that are to be sung. The **words** should have meaning to the pupil and should never be symbolic or abstract for children. They should say what is meant, without necessary lengthy explanation. The **melody** should be simple, keeping within the range from middle C to the last space, E, and should have repetition of phrases. The **harmony** should be rich, but never complicated.

Because a song is an "action" song does not provide a valid reason for its use. Even action songs should follow the above guidelines. Music can be used to teach many things—doctrinal truth ("Jesus Loves Me"), scripture verses ("For God So Loved The World"), Christian living ("Be Careful Little Hands"), and much more.

Choose wisely the music to be used in the Sunday school. Let it be an effective teaching tool, not a deterrent to sound teaching.

ROOM DIVIDERS

Many Sunday schools find that several classes in one large room do not necessarily distract the learners. However, some wish for partitions. A four-foot-high strip of corrugated cardboard, long enough to encompass the circle of chairs occupied by the class and simply joined at the ends with clamps, makes an ideal "fence" to shut out the sight of surrounding classes. It also helps reduce sound, and the inside surface is ideal for taping or clamping pictures and other visual aids.

After class, this enclosure is simply rolled up, secured by sturdy string and stored for use next Sunday.

FINGER PAINTING

Finger painting is a fun activity, with great teaching value. Following is an inexpensive recipe for making finger paints.

1/3 cup glossy laundry starch

2 cups boiling water

1/2 cup soap flakes

vegetable coloring

Dissolve the starch in enough cold water to make a

paste, then add the boiling water and cook until the mixture becomes clear, stirring constantly. Remove the pan from heat, add soap flakes and stir until flakes are dissolved. Pour mixture into jars—1 for each color. Add vegetable colors to each jar. Place tops on the jars to preserve the paints.

When finger painting, follow these directions: Cover the table or floor with newspapers. Put a work shirt or apron on each child. Dip large sheets of butcher's paper or shelf paper in water and spread them on the newspaper. Spoon some of the paint mixture on the paper. Let children experiment at making various designs and pictures with their fingers. When the paintings are finished, put them in a safe place to dry. Have washcloths ready for the cleanup of little hands.

LISTENING REVIEW

At the end of a unit of study, select 1 or more pupils to represent the character about which the class has just studied. Each of the other class members has the opportunity to ask questions which these "Bible characters" should be able to answer. Pupils might be awarded points either for answering correctly or, to those who asked the question, for stumping the answerer.

To vary the review, let volunteers become the Bible characters and ask questions to the remainder of the class.

GUESSING WORDS

Select a pupil to choose a word from the day's lesson. He gives the other pupils descriptive clues, as to what the word is. When the word is guessed, the pupils who have the correct answer goes to the chalkboard and writes the word. Then he is allowed to select a word from the lesson.

Limit the time when guesses can be made to find what a word is. If the word is not guessed the pupils selects another word and the game continues.

SUNDAY SCHOOL BRIEFCASES

If pupils are unable to find their lesson books or have difficulty keeping items together to bring them to Sunday school, think about preparing portfolio-style briefcases. Supply each pupil with a brown craft envelope with the tie strings. These may be purchased in most variety stores. Allow each pupil to decorate his case and put his name on it.

At the beginning of the quarter when the new lesson book is given, suggest to pupils that they can keep their pencils, lesson books, Bibles and other items used in Sunday school together in this briefcase, thus providing a specific place at home where it is readily accessible. Enlist parents' help to assist pupils in bringing a finished lesson book to class each week.

TRAINING



THE MASTER CALLETH FOR THEE

(An adaptation of Peter Marshall's "Disciples in Clay" by O.D. Emery)

CHARACTERS:

Interviewer No. 1	Narrator
Interviewer No. 2	Fisherman representing Simon Peter
Interviewer No. 3	Businessman representing Matthew
10	representing other disciples (each wearing on his back a label with his name.)

EQUIPMENT

Table, 3 folding chairs, sheaves of paper, and a sign upon which should be lettered,

"Wanted: Disciples of Jesus Christ—Apply here today at 10 o'clock."

DIALOGUE:

Narrator: Suppose we had been appointed as the committee to choose disciples for Christ when He began His earthly ministry. Would you have chosen those He chose? Probably not. Suppose you were choosing His followers today. Would you choose me? Would I choose you? We shall leave that question unanswered while we look in on what might have happened centuries ago had we been a committee designated to choose Christ's disciples.

(3 men come in and place sign in view of the congregation.)

Intr. 1: I don't think it will take us long to find twelve men to serve as disciples.

Intr. 2: Probably not. I predict that our biggest task will be to secure the best from among the many.

Intr. 3: We must hurry now and get the materials we need. Let's go.

(The three depart. After 2 or 3 minutes, they return carrying a folding table, 3 chairs, and folders of papers.)

Intr. 2: We haven't much time. Let's get our equipment set up and ready for the crowd. They should be here soon. *(All begin to assemble the furniture and materials, and then sit down behind the table.)*

WHY TRAIN?

WHO CAN BENEFIT AND HOW?

Present Leaders benefit, because training

Revitalizes

Defines responsibilities

Unifies plans and policies

Builds a team spirit

Present Teachers benefit, because training

increases skills for achieving goals

Emphasizes spiritual dedication

Deepens knowledge and love for the Word

Leads to spiritual growth

Prospective Teachers benefit, because training

Defines clearly the aims and goals of the church department

Instructs in teaching and learning skills

Produces an effective teaching staff

Parents benefit, because training

Strengthens the sense of stewardship of their children

Gives understanding of characteristics of children

Clarifies church-home relationships

Places spiritual values at the center of life

Intr. 1: I really thought quite a crowd would be here by now. What time do you have?

Intr. 3: It's 10 o'clock sharp.

Intr. 2: Here comes a man now. He's probably a beggar looking for alms.

Intr. 3: No, I think he must be a fisherman. Probably asking directions to the village. (*man plainly dressed as a fisherman appears*)

Intr. 1: (*To the fisherman*) Good morning. The village is straight ahead down the road two miles. You won't have any problem finding it.

Fisherman: I'm looking for the place where disciples for Christ are being chosen.

Intr. 2: This is the place, but why did you come?

Fisherman: To volunteer as a disciple.

Intr. 3: My good man, you can't be serious. You are not the type we want. You look like a common fisherman from the coast.

Intr. 1: (*Turning to his associates and then to the fisherman.*) Wait, just a moment. What's your name, fisherman?

Fisherman: Simon Peter is my name.

Intr. 1: (*Speaking to Peter.*) And your age? How old are you?

Fisherman: I'm 51 years.

Intr. 2: Oh, what's the use of this. He is much too old, and not fitted at all for the task. Look here, you Simon Peter, we can't use you. Now why don't you move on away? (*Fisherman sadly departs.*)

(*Next to appear is a businesslike man.*)

Intr. 1: Good morning, Sir. Step right up to the table. You are here to apply for discipleship no doubt.

Businessman: Yes, Sir. My name is Matthew. When do I begin? (*The interviewers show great shock as they look one to the other, and leaning together whisper among themselves.*)

Intr. 2: Not, Matthew, the tax collector! You mean you have brass enough to ask for an appointment as a disciple of Jesus Christ?

Intr. 1: You, a quizzling, a traitor. You would make yourself a friend of Jesus. Indeed not. Jesus is going to need the friendship of the best people in the country. Why, you are so hated, you would make Him enemies everywhere you were seen with Him.

Now look here, Matthew, we don't want any trouble, so if you'll just leave quietly, we'll appreciate it.

HOW AM I DOING? CAN TRAINING HELP ME?

Suggest that your staff members each evaluate themselves, using the following questions to review their past quarter's teaching:

1. I introduced the following new methods in my teaching.
2. I used these visuals in class.
3. I visited in the home to get acquainted with these pupils and their families.
4. I urged the class to do these home projects.
5. The results of these projects are.
6. I have identified these specific needs of these pupils.
7. I have had serious disciplinary problems with these pupils.
8. These problems probably arose because.
9. I am most pleased with these teaching activities which occurred this past quarter.
10. My one goal for my teaching this quarter is.

Allow discussion to follow the completion of this evaluation. Share together needs and strengths. Pray together.



"Staleness comes sooner than it did 5 years ago." Train to keep current.

(*Matthew walks sadly away turning once to look back as if to say something*)

Narrator: Alas, two have come and two have gone. But wait, there are others.

(The other ten men chosen to serve as disciples appear one by one, except for James and John, sons of Zebedee, who come together. As they approach the table, they gesture with hands and make motions with lips as if speaking, but no sound is heard. Interviewers shake heads in negative indication, and each of the ten would-be disciples departs slowly. After all have come and gone, interviewers fold up table, put away papers, pick up chairs and leave.)

Evangelizing Children



Reaching children with the gospel story and leading them to Jesus Christ is, undoubtedly, one of the greatest needs in today's world. The fields are white for harvest. Sowers as well as gleaners are needed to accept the "unfinished task"; that being the evangelization of children. A child can savingly believe and can make a decision to accept Christ as Savior and Lord of his life.

TRACT DISTRIBUTION

Children can evangelize other children by distributing children's tracts. **Prepare in Advance.**

Order a supply of tracts. Ask, is it attractive? Does it give the gospel story on the level of the child? Is it appealing?

Set a date and time (Children's Day, perhaps—the second Sunday in June.)

Recruit adult supervision.

Involve primaries and juniors.

Locate areas and places—designate areas on maps.

Stamp tracts with name and address of the church.

Plan a follow-up program for all who showed interest.

Allow time for the children to share with the church what took place. Emphasize the purpose for such an outreach and pray together that the reader will respond to the Holy Spirit.

A manual, "Children Can Witness Through Tracts", is available from Foursquare Publications.



TELEVISION SPOTS

Thirty and sixty second television spot announcements, beamed at children, have been presented in

various areas in recent years. Both adults and children are used to present a simple, but brief, Bible truth on the level of children who may be watching.

Such an announcement may be a part of a church program, or it may be interspersed at other times when children are the major audience—cartoon time, immediately after school, Saturday mornings. When workers who are chosen for this ministry with children appear several times, the children build an identity with them, and with the church sponsoring the announcements. If this is a part of a regular church program, an additional tie is realized with the church.

Subjects chosen for the announcements should be those which most directly affect the life of children now. Such subjects might be honesty, kindness, sharing, family, and other everyday items. Vary the method used. Puppets, pictures, drama, dialogue between children, with simple background props are several of these methods. Life-related stories and current community topics capture the attention of the entire family.

RADIO PROGRAMMING

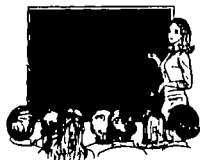
A simple, but lively, radio program is effective with and for children. Sponsors for such a program are often easily secured—perhaps even the station itself. Seek information about the opportunities for such a radio ministry in your community.

Basically, the program should include good gospel music and a Bible story. Occasionally the listener may be given an opportunity to respond by writing to the program leaders. Allow a time when such a response is geared for those who desire more information on spiritual matters.

Such a program may be personalized by reading the

names of listeners who have written in, to tell of their birthdays, to send a prayer request, or for other such reasons.

The program should be prepared and planned on the level of children. Use several personalities to present the program—puppets, men and women and occasionally children. If facilities allow, plan for a "live audience" occasionally. The program might include activities in which the listener can participate—writing down things, guessing games, sing-alongs. The radio appeal is only through the ear gate, and thus, such programming must provide activity and generate excitement.



CHILDRENS CRUSADES

Crusades may be conducted throughout the year; generally Monday through Friday, either during the day or in the evening. Each meeting is about 90 minutes in length.

The Children's Crusade appeals to ages 4 through junior high. Activities are many and varied: music, filmstrips, Bible stories, quizzing, scripture hunts and memorization, an attendance contest, and varied other involvement activities for the children. Personnel include a director, counselors, registrars, musicians, ushers, storyteller, transportation chairman and altar workers.

Children find out that Bible learning can be fun and adults learn that purposeful activities promote effective learning.

A Children's Crusade kit with ideas and sample materials may be secured from Foursquare Publications.

READING MATERIALS

Children can be reached and ministered to through many paper products. Consider exposing the children who are in your church and without a church to good Christian literature. Some such items are:

Books—a myriad are now available. After careful review by adults, a recommended list for reading (and being read to) can be made available to parents and teachers.

Magazines—a subscription for a child is a continuing gift. A fine example is "Search" Magazine, secured from The Bible Club Movement, Inc., 237 Fairfield Avenue, Upper Darby, Pa., 19082. Write for a sample.

Posters and Mobiles—many publishers are making available art-type items which can be assembled and displayed.

Take-Home Papers—these Sunday school items—sometimes in the form of booklets or magazines—provide life-related spiritual truths.

Children should be encouraged to share these items after they have read them. This sharing can be done with other friends, with shut-in children, as a group to children's wards in hospitals, or with missionary children of the same age.

SUMMER DAY CAMPS

Day camping is a growing evangelism method. Bible learning out of doors is not new; it is a method Jesus used.

The day camp can occur in the neighborhood, in a park, at the city recreation center, on a farm in the country, or in the city—wherever children can be found. Its purpose is to present Jesus to children during their leisure hours.

Programmed much as a vacation Bible school in activity, the day camp can include, in addition to the Bible lesson, correlated craft, recreation, music, snack time, sharing and rest time. Field trips may also be considered when adequate transportation and adult supervision are available.

The children meet in the chosen location one day a week, 9:00 a.m. through 4:00 p.m. throughout the summer. Each week may be different, although each day camp should have continuance and be evangelistic in nature. Vacation Bible school materials are often used.

Further suggestions for day camping may be secured from Foursquare Publications.



CHILDREN'S DAY

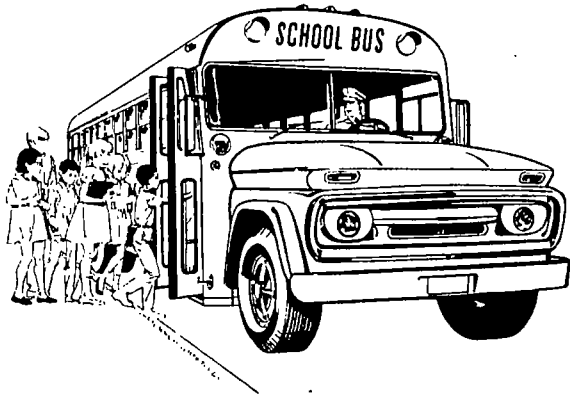
The second Sunday in June each year is Children's Day. This may provide a special day when children can participate in an organized outreach to win other children, and when the church is made aware of the ministry it has to its children.

Provide opportunity for children to participate in varied activities, such as those which follow:

Programs—when those with special talent and training may minister.

Sharing—in reaching others, such as in tract distribution to unchurched children.

Drama—or other such presentations which allow for a ministry outlet.



SCHOOL BUS EVANGELISM

Public school busses pick up children at particular corners in the neighborhood every school day. One of these spots could be in your block. Children can be evangelized as you share Jesus Christ through tract distribution and conversation. Children will enjoy having someone to talk with while they wait for the bus.

The Plan

Seek out information as to any permit or permission needed.

Investigate to determine the schedule and locations of the bus.

Inform parents about the activity upon their request.

At the Bus Stop

Make yourself known before giving out any literature.

Get acquainted with each of the children personally.

Observe and know the needs of the children.

Give out tracts, balloons with Bible stories printed on them and follow-up booklets (available from Four-square Publications).

Pray with the group if the occasion arises and is permitted.

Let each child know that you care about him and that you are available to help if he or his family needs help.

Determine if the family has a church home. Invite any who are in need to your church. (This is a secondary plan; your objective should be to minister to individual needs.)

VACATION EVANGELISM

Look around your area and you will undoubtedly find many family units camping out and enjoying their family mobile camper, trailer or tent. Children of all ages can be found and as always, they are ready to join your children for a good story and time of meaningful learning.

Why not accept the challenge and opportunity. Invite the children to gather together at your location, setting a definite time to share Jesus Christ with them.

HERE IS THE PLAN:

1. Present a life-related story with a strong but simple spiritual emphasis. (Use take-home papers; flash-card stories, other visuals.)
2. Set a definite time and place. The a.m. hour is recommended. 30 to 45 minutes is adequate. Out-of-doors is suggested. In some resort locations, facilities will permit in-door accommodations.
3. Include along with the Bible story, the following:
 - visualized Bible verses
 - simple quizzes
 - prayer
 - question & answer time
 - visualized songs
 - methods that call for participation
 - sharing time
 - correlated handcraft if desired
4. Encourage children to bring along other friends. This could be a one-time event, or continue for several days.
5. Make them conscious of God's creation by observation and by sharing.
6. If time and facilities permit, plan time when the parent can see and hear too.

Make yourself available to the people who are possibly seeking spiritual help, spiritual fellowship and spiritual food. God needs ministers in and among "campers" who have many leisure hours.

Review—of the church's ministry to children by allowing them to exhibit the Bible knowledge and exposure which the Sunday school and other church agencies provide.

Recreation—a picnic or social gathering especially for children. Games and other activities which appeal to children should be included, and perhaps led by the youth or adults who are not usually involved with children's ministries.

Prayer participation—suggest that various adults may wish to become a prayer partner with children whose parents do not attend. Provide the names (and other pertinent facts) about the children. Pray especially for all of the children which the Lord has given your church to minister to.

THE "FISHERMEN CLUB"



A "Fishermen Club" is a gathering of elementary age children once a week for a minimum of one hour. It is non-denominational in character. Its purpose is to introduce Jesus Christ as Savior and Friend. These clubs may be conducted in a home, yard or public place.

The "Fishermen Club" handbook which provides complete information on how to formulate such a club is available from Foursquare Publications.

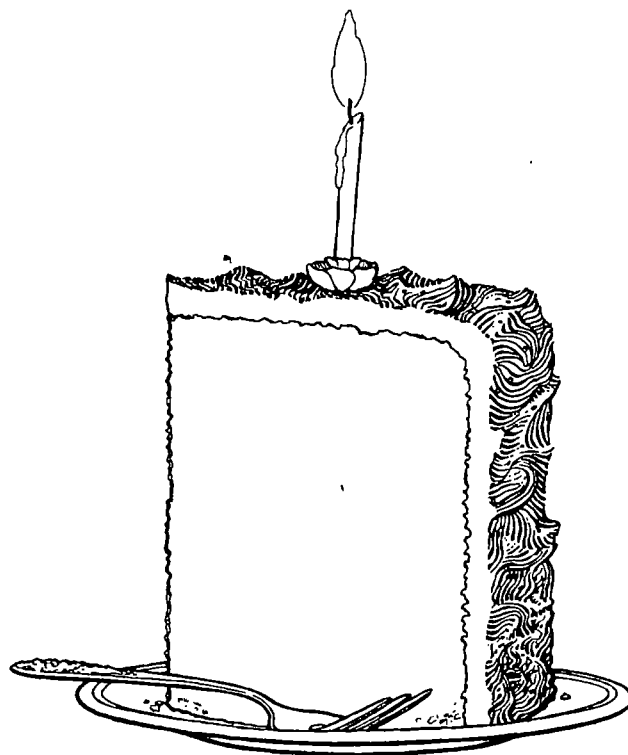
THE "PHONE-A-STORY" MINISTRY



The Phone-A-Story ministry is an effective way to share the good news with boys and girls. A simple story and prayer are pre-recorded on a code-a-phone unit. The child dials a particular number, anytime, day or night. The storyteller presents a story and often encourages the child to write in, thus providing an opportunity for follow-up.

The code-a-phone unit is attached to any telephone. The story is changed weekly. The narration by the storyteller may give an address, and offer something that will motivate the child to write. The unchurched child who writes may be contacted and integrated into the church.

A Phone-a-story kit which contains information to set-up and organize this type of ministry, is available from Foursquare Publications. The handbook included in the kit contains 52 stories for one year.



BIRTHDAY PARTIES AND EVANGELISM

Children often invite friends to attend their birthday party. This is a good time to plan a simple Christian witness. A life-related story which is told with colorfully illustrated visuals or a filmstrip geared for the child's level of understanding often may be included in the gala event.

An adult, teenager or even a child invited to the party could offer his talents to tell the story or project the film. Prepare the story well. Plan to involve the children. Offer simple awards for answering quiz questions or other participation. Always apply the story to the lives of the children present. Conclude with a short prayer for the children.



ATTENDANCE



VACATION ATTENDANCE CARD

Encourage attendance of pupils when they are vacationing. Give each family or individual a card, lettered, "Vacation Attendance Card". Type in the name of the person and your church name. On the card provide columns headed, "Sunday School Attended", "Date", "Teacher's Signature". Urge pupils to have teachers fill in their cards when visiting in a different Sunday school. Cards should be returned when the vacationer returns to his own Sunday school.

ATTENDANCE CHART

Take close-up pictures of each class member. Make two posters with photo corners prepared for each pupil's picture and name. One poster should have the class name at the top; the other has the words, "Where were you?"

When the pupil is present, his picture is left on the class poster. The absentee's picture is placed on the second poster. Assign at least one student to contact the absentee during the week to encourage him to attend. Ask for a report the next Sunday. Have one pupil lead the class in special prayer for the absentee.

Take snapshots of visitors, too. Encourage them to return the next week to see how their pictures came out.

DACHSUND DERBY

From brown construction paper, cut a dachshund (any size) for each pupil in the class. Cut each dachshund in half. Thumbtack each dog to the class bulletin board.

Each week a pupil is present or knows his memory verse, insert a piece of brown construction paper between his dog's head and tail. The object: to see who will have the longest dachshund at the end of the quarter.

ALL-WEATHER CHART

To stress the need for attending Sunday school no matter what the weather, make a bulletin board display, lettered,

"Sunshine, rain or snow,
To Sunday school we will go"

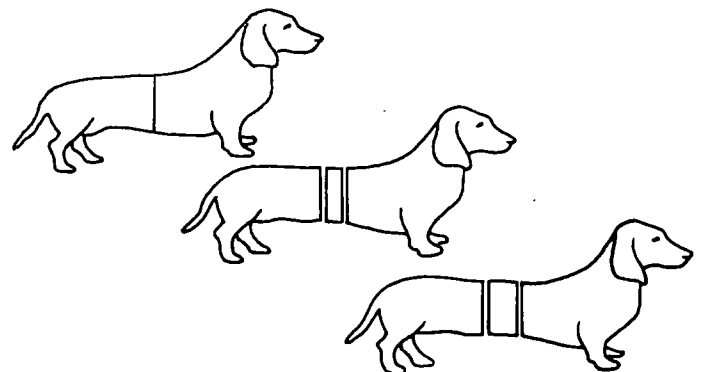
Cut pictures from brightly colored construction paper to depict the seasons—a girl with a sunbonnet and the sun shining down on her, a storm cloud and large raindrops over a boy with an umbrella, and a boy wearing cap and mittens under falling snowflakes.

The figures may be removed each week, leaving only the appropriate weather pictured for the day. Too, a small figure may be cut to represent each child in the class. Place his "picture" on the chart when he is in attendance.

TEASER CARDS

When a pupil is absent because of illness have the class make a "teaser card". Give each child half a standard sized sheet of paper and tell him to fold it in half. On the front he is to make a decoration as he wishes. For the message inside, think up a suitable message which is long enough to be divided into as many parts as there are children in the class. Have each child write only a certain part of the message so that when the absentee receives his cards, he will have to put them together as a puzzle before he can read the complete message. For smaller children number the cards.

Lead the children in prayer for the absent one and suggest they might call him during the week to let him know he is remembered and missed.



TAKE-HOME PAPER CONTACTS

Mail the take-home paper to the absent pupils each week. By folding and stapling each paper and writing the pupil's name and address in the margin it can be mailed without an envelope and for a few cents.

S.S. STAND-IN

Ask each pupil to find a stand-in for himself. When the pupil is absent, the "stand-in" takes his place. This should be someone who is not a regular member, but might be a new visitor or someone who has not attended for a number of Sundays. Ask the regular pupil to bring his "stand-in" the Sunday prior to the time he knows he will be absent so he can become acquainted. When the "stand-in" becomes a member, two new "stand-ins" need to be found.

MR. SUMMER SLUMP

Make a life-sized "dummy" and name him "Mr. Summer Slump." Strive to keep him out of the Sunday school. Set a goal for each class. The class with the lowest percentage of its goal present must allow the "dummy" to sit with them.

PROJECT 13

List all of the students on an Honor Roll. Title it "Project 13", which stands for the 13 Sundays of a given quarter. Allow two absences before the name of the pupil is taken from the honor roll. At the end of the 13 weeks, honor those with perfect attendance.

+ 1 FOR EACH CLASS

Total the active enrollment of each class. Ask each class to strive to add just one new pupil to the class during the quarter. Whether there are 5 or 50 in the class, it does not matter. They are working to add just 1 new member.

TELEPHONE RAID

About 8:00 on Sunday morning, telephone class members and say, "This is a telephone raid. I wanted to make sure you are out of bed and getting ready for Sunday school. You are on the 'most wanted' list. Your Sunday school class will be looking for you. Bye for now; see you later. Thanks."

ATTENDANCE CHARTS OR CARDS

Chart the attendance of smaller children on simple attendance charts or cards. Prepare a chart with the names of all the students on it, or use a 8½ x 5½ sheet of paper as an individual attendance card. Change them often--at least quarterly. Put the child's name and a space for each Sunday of that quarter.

Secure a supply of colorful seals and stickers. Select them in keeping with the season. Each time the pupil is present, allow him to put his seal in the square designating that Sunday. Seals which can represent the month or season may include the following:

January	Winter scenes
February	Valentines
March	Birds
April	Easter seals
May	Spring flowers
June	Roses
July	Patriotic seals
August	Assorted flowers
September	Chrysanthemums
October	Fall scenes
November	Thanksgiving
December	Christmas

INTO THE DOGHOUSE

Divide the class or Sunday school into two teams. Choose a leader for each team (teacher, and class president or superintendent and pastor). Secure a photo of each leader and enlarge it. Set goals for each team. Draw a large doghouse or use a real doghouse. Make it colorful.

The team with the higher percentage of members attending the church services (or Sunday school) each week is the winner. The picture of the losing team's leader is put into the doghouse for that week.

LADDER RACE

Allow each class to choose a mascot. Stuffed animals work well for this. Secure a step ladder, one with as many rungs as there are classes. Decorate by painting or by covering with crepe paper.

Assign a goal to each class. The class which has the greatest percentage of its goal present on Sunday is allowed to put its mascot on the top of the ladder, the one with the next greatest on the second rung, ending with the class which has the smallest percentage on the bottom rung.

Continue the contest until interest wanes.



ATTENDANCE BOOSTERS

BITE AND INVITE CLUB

Challenge your Sunday school assembly to pledge not to eat a bite of food until they have been able to get someone to promise to come to Sunday school for them the following Sunday.

MILE HIGH SUNDAY

"Stretch full and be present" on MILE HIGH SUNDAY. We are shooting high to reach a MILE HIGH, this Sunday. The Sunday before, have your tallest enrollee upon the platform and publicly measure his height. Advertise that everyone's height will be measured next week, to see if we can MEASURE UP TO A MILE HIGH IN ATTENDANCE. Or, set your goal in comparison to the size of your church, one-half mile or two miles, etc. "Stand tall to be counted next Sunday."

"50 WORDS OR LESS" or "LONGEST LIST"

1. The best submitted "50 WORDS OR LESS:" I LIKE SUNDAY SCHOOL BECAUSE
2. The one who brings the longest list of reasons "WHY I LIKE SUNDAY SCHOOL"

B.O.O.M. SUNDAY

BOOM Sunday implies the results you hope to accomplish. It means, BRING ONE OR MORE. Give special BOOM tags to all those who at least bring one more on the specified Sunday. Use a "Brought One" button to hold the badge in place.



LIVEWIRE OR DEADHEAD

Prepare round "livewire" (smiling face) and "dead-head" (sad face) discs. Make the sad face from bright pink construction paper. Everyone who brings a visitor will wear the "livewire" disc and those who fail, the "deadhead." Make the discs at least 8 inches in diameter.

BROWN BEAR VS. BLACK BEAR

This contest idea will work well for the children's section of your Sunday school. Either make the bears out of brown and black poster board or purchase the bears from the toy department of one of your local stores. If the bears are not the right color, they may be identified by large black and brown ribbons. Secure a bare tree five or six feet in height. Prepare a cone shaped "honey comb." This should be large enough to contain enough "goodies" for the winning side. Place the "honey comb" in the top of the tree. Divide your children into two teams, the "brown bears" and the "black bears." Teams may be identified by small bear badges. Both bears will begin competition at the bottom of the tree and advance on a point system established by the Sunday school.

SUNDAY SCHOOL CAPSULES

Secure enough empty large vitamin capsules so that everyone attending your Sunday school may receive one. Type two copies of the name and address of all prospects, absentees, inactive enrollment, neighbors, friends, etc. Cut these into narrow strips so that the name and address of one person may be rolled and placed in the vitamin capsule. Select at random carbon copies of these names and addresses (around a dozen for a school of 100). Advertise that these Sunday School Capsules will give your people more joy than they have ever had before. Give the capsules out to everyone present a week before the projected date. Each student will be responsible to personally contact the individual named in the capsule and bring them to Sunday school the following Sunday. On this day read the names of those in the duplicate capsules and if one of your students has brought that person to Sunday school, give him a special award.

CAR CONTEST – WORKERS ONLY

Ask all those who drive “consecrated cars” to meet you in the parking lot immediately after Sunday school. Prepare large cardboard discs (approximately 8 to 10 inches in diameter). Number the discs and give the driver of each car a numbered tag. For the duration of the contest, these cars will be in competition one with another to see which car can bring the most visitors or absentees (not in Sunday school for 30 days) to Sunday school. Make the final award an accessory for the winning car. A local dealer may be happy to present the accessory if by so doing he advertises his agency.

GOLD NUGGET CONTEST

Children love the “GOLD NUGGET” contest. Stones are painted gold. These are used as prizes for attendance and visitors, kept in a chest and when a number (determined by you) have been won, awards are given. This can also be used for two teams. Make much of attendance each Sunday.



MYSTERY PROSPECT

Select a prospect in the general area of the Sunday school. Ask him if he would be willing to come at the request of one of your Sunday school members. If he consents, he will become your “mystery prospect.” Give a total of three clues on successive Sundays. Reward the student who finds and brings the prospect.

TIP THE SCALES

Divide the school into two groups. Fashion a large balance scale with each platform painted a different color. Use these colors as names for the sides. On each platform place a large glass jar; the scale must balance with the jars empty. A penny is placed in the jar for each member present, a penny for each contact, five pennies for each visitor, and ten pennies for each new enrollee. The side having the most pennies in the jar by the end of the contest is the winner.

KIN SUNDAY

Everybody brings a relative. If no relatives are available, adoption of relatives is permissible.

ROLL OUT THE RED CARPET TODAY

Roll out the red carpet for your guests. Advertise, “You may not be a king or a queen in order for a country to roll out the red carpet for you, but you are a king and a queen as far as the Foursquare Church is concerned. We are rolling out the red carpet for you this Sunday.” You can rent red carpeting for this purpose or purchase red cotton yardage. Run it from the pulpit or platform area down the main aisle to the front door, down the steps and to the walk. Have young men with arm bands and boutonnieres welcome the guests as they arrive for Sunday school. Continue the V.I.P. (very important people) treatment throughout the entire period.



KEEP THE FLAGS FLYING

During the time of election, patriotic emphasis runs very high. Use the American and/or Canadian flag liberally. Have a flag for each class. The flag may be the ingenious contrivance of a class of boys or the dainty, flowery creation of a class of girls. Either way, it will be symbolical of the class it represents. Establish Sunday-to-Sunday goals throughout the contest period (increasing the goal around 10% over the previous Sunday's attendance). If the class makes its goal, it will have the honor and privilege of having its flag “fly” on the platform of the assembly room. Instructions for making a base to hold flags:

1. Secure a length of 2 x 4 necessary to hold a flag for each class.
2. Purchase dowling sticks from your local lumber yard to be used as flag poles (approximately 3 feet in length).
3. Bore holes in the 2 x 4 to hold class flags.
4. If desired, you may place the American/Canadian flag in the center with the Christian and Foursquare flags on either side.

GIMMICK LETTERS

One of the best proven ways to get a quick response when campaigning for additional Sunday school members is to use the GIMMICK LETTER. To make the letter more effective, use different colored paper, with one designated color bringing a special award to the holder. Everyone brings his gimmick letter to Sunday school to see which color wins. Mimeograph the message of the day after the catch line corresponding with the gimmick. A few examples are:

Don't Gum up the Works (attach a stick of gum)

We're Pinning Our Hopes On You (pin on safety pins)

Be A Lifesaver (attach a bandaid)

We've Stretched As Far As We Can (rubber bands)
WE NEED YOU TO GO ANY FURTHER

RUBBERBAND CALLING CARD

When making those personal calls and no one answers the doorbell, leave a card with a note written on the back. Punch a hole in the end of the card, insert a rubber band and tighten by pulling the band through a loop. The card can then be slipped over the doorknob.

FAMILY CALLING

Have one complete family move toward the exit from the front of the church as if to leave the church (pick a family that stays for morning worship). Superintendent asks "Where are you going?" The family answers, "Our family is going to win a new family next Sunday."

RING AROUND

See if you can telephone a perfect chain without its being broken. One person calls another to invite him to the contest, giving the names of those previously called and he is to think of someone else to call. The object is to see how long you can continually call—and who has to give up, not knowing who else to call. For a larger school, this may be done by classes or departments.

GET ACQUAINTED IDEA

Each Sunday take a group picture of all first-time visitors. Each one who returns the next Sunday receives a copy of the picture.

EMPTY-CHAIR TROPHY

Put a small toy chair, about two or three inches high,

on a pedestal to look like a trophy. Paint it gold or silver. Announce that it will be given each week to the class with the highest percentage of absenteeism. The object is not to get the chair at all—or if received, to get rid of it the next Sunday.

BIRTHDAY SUNDAY

This is a special, one-Sunday birthday emphasis for the whole Sunday school. Have pews marked for the twelve months. People sit in the pews marked for the month of their birth. See which month can get the largest crowd.

FILL-YOUR-CLASS-SUNDAY

Put enough chairs in each room to fill it to capacity. Borrow chairs if necessary. Let the class capacity be its goal. Honor classes which are "full up."

IT'S IN THE BAG

Put the announcement of some special feature for the next Sunday on a common shopping bag (the small two or three pound variety which you can purchase at your neighborhood grocery for a few cents a dozen). On the paper sack write or mimeograph the words: "It's in the Bag," and inside put a brief notice of the feature for next Sunday. Give everyone a bag on the way out of church. Urge the people not to leave you holding the bag next Sunday morning!



PINK ELEPHANT TEST

Trace a pink elephant (pink paper) and mark it, "Health Test." Blow your breath on this PINK ELEPHANT. If the BIG letters, "Health Test" disappear, there is a harmful chemical in your breath. See a doctor immediately. If the letters remain you are well enough to come to Sunday school next Sunday.

GASOLINE EVANGELISTS

Advertise in your local newspaper and by all means at your disposal that taxi service will be provided by your Sunday school for all persons who desire to attend. The "Gasoline Evangelists" will be on a reserve list for this purpose.

FREE GIFT TICKETS

Print tickets to be given to everyone on a certain Sunday. Give two to each pupil. They are to give one to a friend. Run a duplicate of the ticket in the local newspaper and in the church bulletin. Redeem tickets when they are brought to Sunday school.

TELEPHONE SERVICE

Try setting up a complete telephone service either at the church or in someone's home, and tell-it-by-phone. Make weekly calls to everyone on your list during the contest giving them information as to the events of the next Sunday and urging their presence. If necessary, have a definite set of mimeographed conversations for the phone solicitors to use. The conversation doesn't have to be long, just full of information and enthusiasm.

MYSTERY ABSENTEE

Post a list of all absentees and announce that three of these are "mystery absentees." Select three persons to be the mystery absentees and give them a dollar each to be collected by the visitor when he calls at the home. It must be a personal call to collect—no telephone information given out.

PATRIOTIC RALLY

Distribute three crepe paper ribbons, (red, white, and blue) to every member in your Sunday school. The slogan for the next Sunday will be — "BRING YOUR TRIO WITH YOU." "Red is for you. The white and blue for TWO." Award those who are successful in having a complete patriotic trio.

BULLETIN BOARD

Keep your people as well as the general public well informed as to the progress of your contest. Nothing succeeds like SUCCESS. Place your bulletin board in a strategic spot where it will get the most attention and maintain a Sunday-to-Sunday record of the progress of the contest in your school—pupils with the most points, visitation contacts made, team standings, etc.

GETTING TO KNOW YOU

You will be having many visitors during the contest. Allow a few minutes during class or the assembly period when visitors are asked to stand and "Tell a little about yourself and your family."

FILL—A—PEW

Assign a row of seats or a pew to a family unit to fill. The total assignments should be the sum of your attendance goal for that Sunday.

Following are some "idea starters" to be developed as a total special days' idea or as a part of another program.

Hold a Demonstration Day — Include a commitment card in the Sunday bulletin the week previous. The pastor, during his message, can strongly encourage each one present to sign this card and turn it in immediately, demonstrating his intent to — be present next week, bring someone, whatever.

Establish a Prayer Chain — People are enlisted to pray for the Sunday school by signing up to pray during each one-half hour period from 5 a.m. to 11 p.m. A double clock divided into half hour or one hour segments can be used to register names.

Have a Parents' Round Up for parents of children, with open house and refreshments. Teachers are present to greet parents and explain the curriculum and program.

Junior High led contest — Divide the enrollment of the junior high classes. Points are offered for each person present, each visitor brought and each time a visitor returns. Be generous with points.

Teenagers canvass bus routes — Teens canvass bus routes and other special areas for new people.

Large Raggedy Ann doll dummy awards to class or department with poorest percentage of increase. Teacher sits with doll on lap during the opening session.

Announce and promote a Family Sunday when complete families are recognized. Another version is "Each-Family-Bring-A-Family" Sunday.

Print a large Attendance Record board listing all classes, their goals and their attendances each Sunday. Place this in front of the room and refer to it each Sunday.

Appoint a Mr. Johnny Drop Out live dummy to visit the poorest achievement class each Sunday.

Hold a Cram-the-Car Sunday when all full cars and the car bringing the most people are recognized.

Living Link Sunday — Each family receives personalized paper chain links through the mail, a link for each member of the family, with his name on it. Links are returned the following Sunday and united into a great chain across the church.

Sunday morning staff breakfasts — Breakfasts at a restaurant for department superintendents or teachers when plans for that day and the coming week are reviewed and enthusiasm created.

Special opening session attraction — Feature a singer, Christian athlete, magician, film, or some well-known personality in the opening session or class.

Start a Car Caravan to pick up people for Sunday school. Don't forget the elderly, carless families and unchurched children.

Hold a weekly teachers' meeting from 7:00 - 7:30 each week prior to mid-week service to review next Sunday's goals and program, and inspire participation.

Hold a 15-20 minute opening or closing rally, led by an enthusiastic person.

Present weekly Sunday school announcements about your goals, by the superintendent or campaign chairman in the morning church service.

Publicize the special program, beginning a month in advance.

Duplicate sheets of information and instructions for each member of the staff, to be reviewed at an early staff meeting.

Issue campaign communiques weekly through the mail to the entire staff to inform, instruct and inspire.

Start extension Bible classes and include these in a special listing on your Sunday school register board.

Adopt a campaign song such as "You Bring The One Next To You."

Make banners for display throughout the church prior to and during the campaign. Here are some that have been used:

"There Are Souls In Our Goals"

"All Who Think Sunday School Ought To Be....Ought to be in Sunday School."

"You Can't Bring One If You Don't Ask One"

Pastor and Superintendent's Day — Pastor and superintendent are responsible for this day's attendance. Each student votes for the one who called him. The winner gets a steak dinner from the loser.

Total contact Sunday — Every student is to be personally contacted by his teacher or someone assigned by him. Classes are checked to see if any did not receive a call.

Have a kick-off rally with a skit presented by the teachers.

Establish a nursery to care for small children so parents can attend. This may necessitate establishing a young adult class for the parents.

Rent a nearby building to provide more and better class rooms to encourage or care for attendance.

Encourage girls to have slumber parties Saturday nights and bring guests to Sunday school in the morning.

Set an attainable goal for each department and class for each Sunday.

Prepare news releases for your local paper including information about your plans. Include pictures taken of Sunday school leaders by a poster or the Sunday school register.



BUDDY SYSTEM

All Christians should be allowed to participate in the ministry of the Sunday school. While all cannot be teachers or other leaders, all can and should be concerned about their fellow members. Promote the "Buddy" system.

Children are often taught the "buddy" system in swimming, hiking, or many school activities. They are assigned a "buddy" for whom they are responsible. Throughout the course of the activity or event, they are to check on their buddy—to see that he is still with the group, that he is all right in every way, and that he is having a good time. Start the "buddy" system in Sunday school.

Take the entire enrollment of your Sunday school. Assign each member as a "buddy" to someone else. This will mean that not only does each member have a buddy, he is a buddy to someone else. Ask him to be responsible for his buddy during this quarter. He is to:

1. Check his buddy's attendance each week in Sunday school.
2. When his buddy is absent, he is responsible to find out why by whatever means he wishes—phone, card, home visit, etc. (This program should not replace the teacher's contact of the absentee. It is in addition to this.)
3. When on vacation, the vacationing buddy should send his friend a card—one which can be shared with the Sunday school class.

Additional responsibilities might be suggested to each buddy: prayer together, listening to each other's memory verses, entertaining each other during this time, visiting a new prospect together.

As much as possible, make each person feel responsible for his buddy's attendance each week in Sunday school, and for helping him with any need which might arise during this time.

CREDIT FOR ATTENDING SUNDAY

Give each one who invites someone else to Sunday school credit for that invitation, whether the person comes or not. Offer greater credit for home visits than for phone calls or cards, but give recognition for effort.

Provide a 3 x 5 card or sheet to be filled in by each one who makes the contact. These may be mimeographed with a place for the name, address, phone, age of the person being contacted. The card must be completed and turned in if credit is given. This gives the Sunday school a record for further follow-up.

A letter to the one who was invited but did not attend

is appropriate. Make it short, but again extending an invitation for them to attend.

CHURCH SPLIT

A church split is avoided, headed off and dreaded by everyone involved. It invariably hurts the church. But our church split was designed, well-planned and welcomed by everyone. And it can help your Sunday school.

Divide the enrollment alphabetically into two groups. Make the sides almost equal. The pastor should lead one group; the superintendent the other.

Object: To see which side would have the most present on a specific date.

Prepare commitment cards something like this:

I WILL DO MY BEST TO BE PRESENT IN SUNDAY SCHOOL ON _____ (date)
I will be counted for the PASTOR <input type="checkbox"/> or SUPERINTENDENT <input type="checkbox"/>
SIGNED _____

To count for his/her side a person must fill out a card for that Sunday. Those **not** on the enrollment, prospects, etc. are "open game" for either side. Members of both teams should be recruiting for the captain.

The commitment cards are to be turned in by 9 o'clock Saturday night and at that time all names to be posted on two large charts placed in the front of the sanctuary. The charts are labeled with large letters, "PASTOR" "SUPERINTENDENT."

On Sunday morning as the people come to Sunday school they find that the sanctuary has been divided for the opening assembly. One side marked "PASTOR," and the other "SUPERINTENDENT." Each team sits on its designated side.

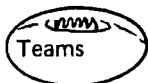
At the close of Sunday school take the roll. Only those names on the chart would count provided they are present. Only count those who filled out a commitment card. Even if "faithful Bill Smith" were present that Sunday, but had failed to sign a commitment card he **would not** be counted. The objective: to get people to commit themselves.

Several weeks preceding the commitment day, the pastor and superintendent may challenge each other regarding the "church split." The pastor may jokingly "discourage" any of the superintendent's side from attending that day; the superintendent may threaten to "split" the church.

Contests



FOOTBALL TOURNAMENT



Each class or department is a team.



Touchdown—6 points; 70% of the team's enrollment present.

Field Goal —3 points; for each new member (visitors attending three Sundays).

Safety —2 points; for 100% of the team's enrollment present.

Extra Point—1 point; for every five visitors (only after touchdown has been scored).

—6 points for each additional 6% over the original 70%.



ENTHUSIASM LEAGUE

This contest is set up as a baseball league, where teams compete against each other and the team winning the most games is declared the winner.

Purpose

To fill the community with Sunday school enthusiasm; to enlist new Sunday school members; to activate inactives.

Rules

Divide the Sunday school enrollment into four or eight teams. Smaller schools can use the four-team league. Each team will have a captain and all members can "play." Guide the captains in choosing names for their teams.

Each team competes against a different team each week of the contest. Draw up a league schedule and post weekly "games" as you begin.

The team with the most points will win for that Sunday. The team with the most wins at the end of the contest is declared the final winner.

Use a won-and-lost board to post scores weekly, as well as the running score.

Men often understand ball league competition better than women. Engage the men in setting up this league.

Points

- 5 points — for every team member present
- 15 points — for each inactive member or visitor present
- 25 points — for first-time visitor
- 50 points — when every member of the original team present
- 25 points — when a first-time visitor attends three Sundays and added to the enrollment
- 1 point — subtracted for each team member that does not stay for church



child's name—one for each Sunday. When the child is present, he takes his balloon home each week.

2. Helium-filled balloons

Plan to release helium-filled balloons one Sunday of the contest. Put into each a salvation tract and an invitation to your church. Be sure it includes the address and phone number. Ask each person finding a balloon to contact the church. Those who bring their invitations to Sunday school with them may be given a small gift.

3. Clowns with balloons

Have one or two clowns pass out balloons after church. Or, prior to Sunday school, pass out balloons to each one who arrives before Sunday school time. In several place a slip of paper with numbers on them—the number of points to be awarded to that person's team. Each breaks his balloon and the registrar adds those points to the team's total. Give balloons only to those who arrive on time, or earlier.

4. Pre-session

If the weather permits, have a contest outside before Sunday school to see who can blow his balloon up first, who can blow up and break five balloons first, etc.

Imprinted balloons, "Education that is Christian, Attend a Foursquare Sunday School" are available from Foursquare Publications.

Balloons that can be written on and twisted into various figures are available from Murray Hill House, Dept. 13-28-B, P. O. Box 251, Bethpage, Long Island, New York. Write for further information.

BALLOON CONTEST

Aim

1. To build attendance.
2. To provide prospects.
3. To promote unified spirit in classes and departments.

Organization and Competition

1. Divide the Sunday school as follows:

Primaries vs. juniors

Junior high vs. senior high

Young adult vs. older adults (or college vs. young married, with other adults competing against last year's attendance)

Decorations

Balloons everywhere! Use them on posters, hung from ceiling on strings, over doorways, inside and outside the church.

1. Attendance chart (for children)

List the name of each child down the left side of a chart. Across the top of the chart, designate as many spaces as there are Sundays in the contest. Attach an unfilled large balloon in each square, after each

Promotion

1. Mailers

Each week send a mailing piece to all members and prospects. Number each card or letter sent, and advertise that all should bring their mailers the following week and the lucky numbers will receive points for their teams.

2. Signed balloons

Arm each teacher with enough balloons for his class, and with a thinline felt pen. The week prior to the contest, each teacher is to call on each class member, and have him sign his name to the balloon, pledging 100% attendance during the contest. On Sunday morning, blow up the balloons and use them for decoration.

3. Youth activities

Try it!

*A pizza breakfast before Sunday school.

*A fight night (boys vs. girls), with flour sacks, water balloons, mud, eggs, water—whatever you have.

Awards

1. Department or class

Determine a class or department award, rather than individual awards. These might include a Bible story book, money to purchase something for the class or department, an outing, etc.

For the children's classes, a small award or points for each visitor brought (and a small award for the visitor).

2. Workers

Promote recognition of workers by offering awards for weekly visits made, phone calls, letters, 100% attendance of class, etc. Encourage the class and/or department to work together as a unit to honor their teacher.

3. Points

Keep it simple!

Visitors — 2 points each week, if in the department of the one who brought them.

— 1 point each week, if in another department

Workers — 5 for each home call

— 2 for each phone call

— 1 for each card or letter

The competition between workers may continue after the contest, to include the follow-up. Do not prolong this more than two weeks. Award points as above for follow-up. Award points to the worker for each person from the class or department he can engage to work for him.

Follow-up

1. A visit in each home contacted during the contest, by the teacher.

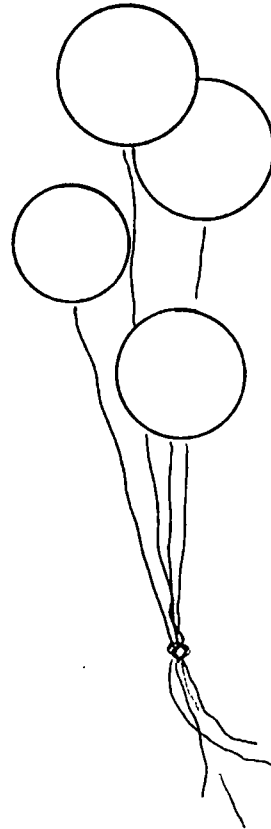
2. A second call by a class member (in small children's classes, with a worker).

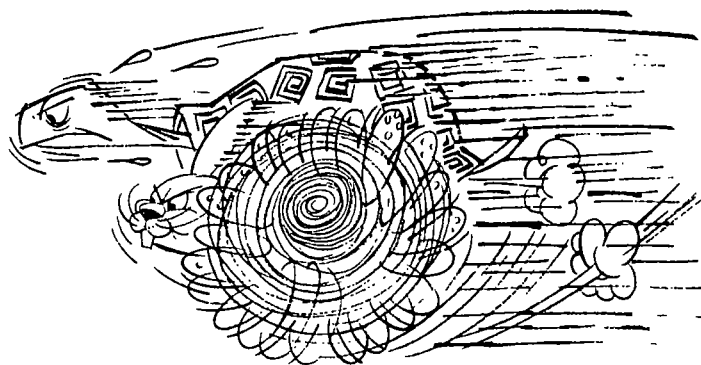
3. Survey to determine location of visitors—those within 5 miles radius of the church, those further away—and to determine those needing transportation.

P.S.—Possible

1. Designate a Calling Monitor—to remind teachers of coming Sunday's emphasis.

2. Add fringe activities to create enthusiasm—putting the superintendent "on the spot," friendly competition between individuals and teams.





CONTEST IDEAS

TRAVEL CONTESTS

The travel theme has unlimited potential for:

decorations—travel agencies, air lines, auto agencies, etc.

theming—current travel phrases, camping and hiking, modes of travel

contests—points per “mile”, for “trips completed”, for “driving skills”

awards—car wash, car accessory, model or toy cars, free trips, key chains

Weekly Emphasis

If a contest or sustained drive, title each Sunday one of the following. Suggestions which follow each term or word indicate possible development of each title.

Stop—to plan when beginning

One Way—decision Sunday, forward, Easter

Yield—to winning team, to spiritual challenge

Merging Traffic—team rally

Keep Right—youth day

School Zone—family week, Mother’s Day, school closing

Men Working—Father’s Day, men’s day

Signal Ahead—near end of drive, surprise feature

Divided Highway—announcement of teams

Pedestrian Crossing	Detour
No Parking	Vantage Point
End Speed Zone	Keep off Shoulders
Mileage Check	Dead End
No U Turn	Dangerous Curves
Construction Zone	Deep Ruts

Points of Interest

On the trip, stops might be made at

S.S. Nat’l Park	S.S. Fair
Historical Monument	Scenic View
Picnic Stop	S.S. Travel Club

Preparation

When planning a journey several things are considered which can fit into an attendance drive with this theme.

Auto check-up and repairs	Maps
Drivers license	Over parking
Insurance	Weather conditions
Miles per gallon	Purpose of trip
Traffic tickets	Passports (foreign)
Lodging	Who the travelers are

Travel themes need not be restricted to auto travel, but to any mode—space, air, railroad, horseback, etc. During one drive a different Sunday might be spent with each mode. “Old-Fashioned” Day when everyone dresses in costumes of a previous day and travel is concentrated on horse and buggy or space modules when Science-strips and taped space jargon set the pace can add spice to the drive.

Added Color

Maps—indicating number of miles traveled and goals for each week can comprise the contest visual. Provide each team with a marker (car, boat, etc.) and move this marker weekly when the total points are determined.

Publicity—auto-shaped post cards and/or flyers, road sign posters, maps with theme and slogans lettered over it, travel posters and brochures, skits depicting various driving situations and parallels to the contest, taped sig-alerts (usually radio warnings of traffic happenings) to be played as announcements, key chains, litter bags, mileage books (often obtainable free from car agencies) as give-aways (Ask to place a poster in the dealer’s show room, too.)

Points—Determine if a certain number of points or a designated destination will determine the positioning of

the team's marker each week. (If the team's attendance goal is 25 and they reach that goal, will they move their marker a certain number of inches or will they go ahead to the next fixed designation?) Keep the point system simple! Give it in written form to all members for their better understanding.

"BABY DEAR" HUNT

When hunting season opens in your area, try a "Baby dear hunt" to boost attendance in the cradle roll department, place emphasis upon the ministry this department has, and encourage faithful attendance.

Rules

1. Every baby in the Cradle Roll department should be a candidate for "Baby Dear". If a small Sunday school, include the nursery department as well. Requirements for entry should be 1) the baby is present in Sunday school the week the contest begins and 2) an official Entry Form is filled in for him. On that day, take a color photo of each baby. Introduce each baby to the entire school. A "Campaign Manager" appointed for each baby can help to solicit votes and plan publicity for the baby he represents.
2. Make a ballot box for each entry. Put his name and picture on it. (Use a polaroid camera to get pictures right away the first week.)
3. Every person present each Sunday is eligible to vote for 1 "Baby Dear". Each person present receives a "Hunting License" on which he enters his name. This license is put in the ballot box of the "Baby Dear" of his choice.

No licenses should be issued 15 minutes after the beginning of Sunday school.

Votes should be counted and winner announced each Sunday. (Number of votes should not be announced.)

Each vote cast counts 1 point. If the "Baby Dear" voted for is also present, the vote doubles. (On special days as explained below, these "special votes" do not count double.)

Special Days

1. Declare one Sunday "5-Point Buck Day". The vote of every father present counts 5 points. He need not be the father of the "Baby Dear" candidate for which he votes.
2. Honor grandparents on "SOG Sunday". SOG for "Salute Our Grandparents" or "Silly Old Grandparents" Day. The vote of every grandparent pre-

sent counts 5 points. These need not be grandparents of the "Baby Dear" candidate for whom they vote. This is a good day to also honor all senior citizens in your church and in the community. Make special effort to get them into the church this Sunday.

3. On the last day of the contest every first time visitor counts 5 points.

Awards

Choose a first, second and third place winner. Each week add an award to the grand prize.

1. First-place winner can receive an 8x10 photograph of the winning baby in addition to the accumulated gifts from the contest weeks. He also might be given a crown and a "royal robe".
2. First runner-up can be awarded a duplicate of the grand prize, but not including the photograph.
3. Second runner-up may receive his choice of three of the awards from the grand prize, but not the photograph.

In each case, if the baby were absent on a Sunday, he does not receive the gift added that week to the grand prize.

Contact children's shops in your community, telling them of the contest and soliciting their help in selecting (and maybe even donating) appropriate gifts for the award.

Features

1. Publicize. Contact the local newspaper with the contest information. Invite them to be present to photograph the babies as the contest begins.
 - Report the weekly results in a newsletter (or portion of the bulletin) titled "The Crib Sheet". The first week, include a brief article about each baby competing and a list of the awards to be presented.
 - Determine a **theme song**, such as "Bye, O Baby Bunting".
 - **Posters**—made by the campaign managers can dot the facilities.
 - **Suckers** for all children voting may be an award one week.

Helps

Secure the Cradle Roll "Loan of a Life" packets for all parents of new babies. This provides a continuing contact with each home.

The booklet, "It's Never Too Early - Cradle Roll", has a wealth of ideas for cradle roll organization and effectiveness.

ENLARGEMENT



PLEDGE TO SUNDAY SCHOOL

Try this pledge of allegiance to the Sunday school. "I pledge allegiance to the Sunday school, the part of God's church that is particularly used of God to teach His Word to people of all ages, and to reach out to the lost. God helping me, I shall respect the Sunday school, attend the Sunday school, use the Bible-study materials furnished me by the Sunday school, give in the support of the Sunday school, and use my influence to get others to attend the Sunday school. This I pledge for Jesus' sake."

CERTIFICATE OF PERFECT ATTENDANCE

Mimeograph a simple certificate to be presented to all who have perfect attendance during the drive. Present these at the time other awards are given.

THEME SONG

Using the tune of a familiar song or chorus, write simple words to carry out the contest theme. Be sure to choose a "cheerful" tune.

PRACTICE CONTEST

One or 2 weeks before the beginning of the contest, have a "Practice Contest." Challenge another church, or have simple competition between classes or departments within your own church for just one Sunday. Keep the basis for counting the same as will be used in the contest. The theme for the day might be a rally-type or round-up emphasis in preparation for the coming several-week contest.

MR. AND MRS. DEADHEAD

Have the superintendent introduce "Mr. and Mrs. Deadhead," dressed in ridiculous old clothes. "Ladies and Gentlemen, we want to introduce to you Mr. and Mrs. Deadhead. They are leaving our Sunday school because they don't want to participate in the attendance

contest. They don't like all, this (quote) confusion (unquote). They don't believe the contest will be a success because: 1) They don't know anyone to bring to Sunday school; 2) They are busy; 3) They're tired; 4) Our Sunday school is slowly dying and there's nothing we can do about it anyway.

"Notice these special 'Deadhead' shoes. They'll be on display on the table outside the church. They're for anyone who feels as Mr. and Mrs. Deadhead do. We hope no one in this Sunday school (or class) will fit into them."

BREAK THE RECORD

Using a phonograph record, break it over the head of the superintendent or pastor, or teacher if the record (goal) for that week is broken.

COMMUNITY TIE-IN

Use the events of your community to attract people to the Sunday school. For example, if construction is taking place in your city, have a "Building for Eternity" week; if it is harvest time, have "In-gathering" or "Gatherers Together", etc.

SLOGANS

In keeping with the theme of the contest, keep catchy slogans before the people. Say them, post them, write them—use them often.

CATCHY PHRASES

Picture of a lion, "I'm not lion when I say..."; Whale, "It's a whale of a..."; gravel, "Don't leave a stone unturned...". Attach or draw these to postcards, use on posters, etc.

KICK-OFF

This is important; get off on the right foot. Have a

"Parents' Workers', and Pupils' Party." Use this time to announce the contest and solicit cooperation. Make it "fun"—lighthearted, but with a full, simple presentation of the contest purpose. Leave no doubt of the spiritual concern and challenge involved with it as well.

TRUANT OFFICER

Send truant officers to get those who overslept, or to round up those who might be found on the street or in the yard when Sunday school is in session. Sign them up for Sunday school next week. A "summons" might even be used for absentees.

MEN AGAINST WOMEN

Stir up competition between men and women with phrases such as the following, "Beat the Wimmen ." One week the men might write, "Sabotage is the word for it!...230 women in Sunday school and only 147 men..we suspect that the ladies made their husbands stay home, so please, ladies, take the chains off those husbands and let them attend men's class this Sunday." Or, 147 men present...230 ladies... that means 83 ladies did not bring their husbands with them. Come on girls, fight fair."

CITY OFFICIALS

Invite the mayor, police chief, other city or county officials to the Sunday school for the contest kick-off. Advertise that this official is to be in your church. Ask him to bring a greeting and perhaps tell the value of the church in the community. If he is a Christian, he may take a more active part. If a policeman is invited, he may arrive in his police car, which brings added interest for the children.

SPECIAL DAY FEATURES

During the contest designate certain Sundays for certain people. For example, have "City Employee's Day" for which all city officials and employees are given a special invitation to attend Sunday school; "School Days," when all students are invited. (Invitations for this might be passed out at the school—in compliance with city rules.); "Veterans' Day", "Business Day", include every business person from the drugstore to the mayor's office. Personally invite the "boss" of each business and provide him with printed invitations to be given to his employees. Also, try "Neighbor Sunday", "College Day", "Baby Day", "Relatives Day", "Family Adoption Day" (each family brings another family); "Praise Sunday" (victory report), "No Excuse Sunday"; "Old Clothes Sunday (Conquer "I-don't-have-anything-to-wear" attitude). On these special days, recognize these "special people" with a reserved section, a badge, or special greeting.

LOYALTY PLEDGE

Ask each member to sign a pledge card, stating his

intention to be loyal every Sunday during the drive. This card might also include a pledge to be active (visit, pray, telephone, etc.) in making the contest a success. These might be signed at the introduction dinner or rally.

HOW TO PREPARE FOR A CONTEST

"Push", said the button

"Take pains", said the window

"Be straight", said the ruler

"Stick to things", said the paste

"Be up to date", said the calendar

"Never miss a second", said the clock

"Be sharp", said the ledger

"Be well read", said the red ink

"Absorb everything", said the blotter

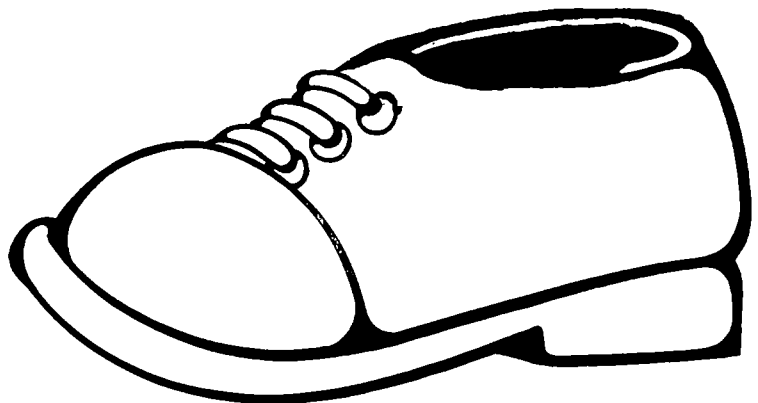
"Rally on Rally Day", said the Rally Day

Commit to a committee. Get busy!

VISION

Two shoe salesmen were sent overseas to establish business contacts. One salesman stayed on the east side of the continent; the other on the west side. After a month one salesman sent this telegram to the home office: "No sales during first month; prospects very dim, everybody goes barefoot."

The other salesman wired home with an order for ten dozen shoes indicating, "Prospects bright, everybody needs shoes!"



ENLARGEMENT



VOTE FOR SUNDAY SCHOOL

In a year of national election, enlargement drives and contests often take on this theme. Banners and posters boast the colors of the nation and Sunday school citizens are spurred on to exercise their privilege of voting for Sunday school.

The local interest and current campaign can spark many ideas for "Vote for Sunday School" drive. The following seed thoughts may add to the local church's plans, and provide added ideas for development of a most successful campaign.

ELECTION TERMS

Platform. The platform is the declared policies of a candidate or party. The Sunday school platform has several planks. Each "plank" is a goal for the drive. They can be:

- Spiritual advancement through prayer
- Outreach
- Personal evangelism
- Increased enrollment
- Increased attendance

Define the platform planks clearly; don't leave "voters" dubious about your purposes.

Citizen. Each citizen of voting age has the privilege of casting his vote for or against the candidate and the issues. A "vote for Sunday school" is cast each time a Sunday School Citizen attends. All attenders become citizens. Extol the citizen's rights and how to keep them.

Party workers or members. Each candidate in an election has a core of party workers who labor to get the vote. Often when total manhours and dollar expenses are tabulated the figures are overwhelming. Appoint party leaders (committee chairmen or team captains) and form parties (committees or contest teams).

Define clearly all terms used, thus avoiding confusion.

Consider the following:

- Campaign headquarters — Sunday school
- Candidates — those competing for election
- Parties — "Bell Ringers", "Door Knockers", "Repubocrats", "Independents", "Demublicans", "Barnstormers", "Stumpers"
- Party Chairman — captain of team
- Platform — goals
- Planks — specific aims
- Polls — voting booth or box
- Ballot — voting form
- Primaries — nomination of candidates
- Registration day — sign-up of workers
- Stumping — rounding up of prospects and visitors
- Barnstorming — quick survey of the community for prospects
- Election bulletins — contest information
- Final returns — last results of drive
- States, Provinces or Precincts — classes
- Election Board — committee chairmen, or other leadership group

PUBLICITY

Banners and Pennants. Display them or have "pickets" parade them.

"Get out the Sunday School Vote"

"Stop Me for a Ride to the Polls"

"No Vote By Remote—Attend Sunday School"

"Vote to Promote the Sunday School"

"Vote 'YES' for Sunday School"

Bunting: National colors (red, white and blue for U.S.; red and white for Canada) buntings may be purchased or made from cloth or crepe paper. Use bunting liberally on the platform, halls, and classrooms.

Ballot Boxes. Weekly each attender should cast his ballot by placing it in his candidates' ballot box.

Campaign Posters. Use the theme with national colors. Change these throughout the drive.

Regular political campaigners use bands, parades, entertainers, rallies, garden parties, banquets, registration campaigns and many more things to publicize the candidate and the issues. Try them all.

Label Pins. The name of the candidate, party, theme of the campaign or Sunday are just a few things which might appear on the label pins. Make them from light-weight cardboard with a pin attached to the back; make them colorful.

CAMPAIGN STRATEGY

Register the vote. Use the first Sunday of the drive to register all "voters". All who do not attend that Sunday are prospects for the parties (teams) to contact. To register, they must attend.

State the platform. Define the goals (planks in the platform) and explain the rules for the drive. Allow candidates to challenge their teams to victory.

Rally the support. Use trumpet fanfares and group singing to build enthusiasm. Such songs as the following add spirit to the rally.

"American the Beautiful"	"O Canada"
"As a Volunteer"	"Forward March"
"Victory"	"Victory Ahead"

Use familiar tunes and write new words. An example might be, "Bringing in the Sheaves" becomes "Vote for Sunday school. . . every Sunday morning, vote for Sunday school". Print the words on large posters or prepare individual copies for each one.

Primaries. The week before the opening of the campaign, divide the school into "parties". Any person may run for nomination in his party. Votes are cast the following week; "votes" are visitors brought by the candidate.

Campaign. Determine what will constitute a vote, (the rules of the competition) the length of the campaign, and strategy for the drive.

Campaign Manager. The team captain should be an enthusiastic person who can rally the party to action. He is the "campaign manager" and should weekly prepare a rally speech for presentation at the weekly rally.

COMPETITION

Competition between teams, classes, departments or other units may provide additional challenge to see your goals accomplished. Try some of these:

Teacher of the Year — teacher of class with greatest increase.

Precinct competition — each class may organize to elect a candidate. Every class can elect its own campaign manager, publicity chairman, vote getters, etc.

Individual competition — Elect a "Christian Citizen of the Week or Year", "Uncle Sam" or "Uncle Canuck"; "Miss Canada" or "Miss USA"

Medal of Merit — for those who perform exceptional work. Cut it from self-adhesive paper and letter "Medal of Merit". Attach ribbon of national colors.

WEEK-BY-WEEK PROGRAM

Designate each week a special part of the campaign. Some of these might be

"Barnstorming the Precincts" — door-to-door survey and visitation

"Stumping for Family Votes" — involve families in reaching other entire families

"Getting Out the Youth Vote" — concentrate on younger ages and teens

"Informing the Vote" — concentrated visitation on 1-time visitors (an evangelism visit possibly)

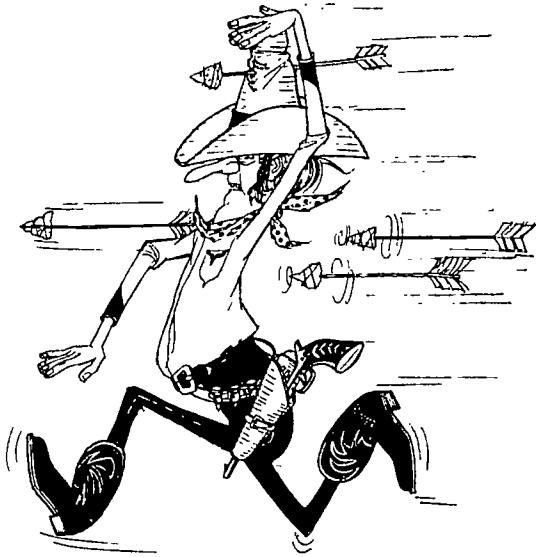
"Visit for Victory" — the week before the Victory Rally

"Vote for. . ." — a Christian community, Christian homes, Christian citizenship, righteous government, freedom—anything which fits the theme and locale.

"Victory Rally" — the last Sunday of the drive, to announce the victors

"Blitz March" — a 1-day literature-invitation-drive.





INDIAN THEME

The Indian theme is a very simple but colorful theme for an attendance drive or incentive program. Use the following ideas for resource and develop the drive for your Sunday school.

Research the Indians of your area

Perhaps your area is rich in Indian lore and historically founded on this. As a class or individual project, ask children or youth to do research about the Indians which were in your area. Allow a few minutes for reporting on this, or if written reports are given, make a scrapbook on the Indian life. If there are historic Indian sites near you, plan a visit to these sites.

Feathers

Give each one present a feather to wear in his lapel or on her dress. Ask them to wear this the next week until they have invited someone to attend Sunday school. Then they might give this feather to that individual, and tell him he can turn it in on Sunday.

Wampum

Make up Indian "wampum"—paper tokens worth points. Use these as point rewards for visitors, memory, etc.

Absentee follow-up

Have the class members sign an absentee card for each one not in attendance that week. The teacher then mails this card the first part of the week, with a short note on it, telling the absentee he was missed.

Ask for volunteers who will call the absentee that week, reminding him he was missed.

Enlargement

Headdress

+ Secure enough headdresses for each one with perfect attendance to have one at the end of the contest.

+ The Sunday school staff might wear headdresses during the program to lend atmosphere and excitement.

+ Since the feathers from the headdress are removable, allow the departmental superintendent or teacher to wear a full headdress if his class or department meets its goal that week. If not, he must remove some of the feathers that week.

During the program, allow the pupil who brings the most that week to wear the headdress. Declare him the "leading brave or warrior" for the week. The one in the class or department who receives the greatest number of points at the end of the program is declared the "Chief" and awarded the full headdress to keep.

Talking Totem Pole

Using your young people, "build" a totem pole, lowest person on his knees, next half standing behind him, third standing full height, etc. Use an Indian blanket and/or masks to cover them. Have each "face" talk, advertising the program.

These "totem" might speak among themselves, discussing the coming activities; sing together the contest theme chorus, etc. The more "Indian talk" they can include the better ("heap big", "How", "Ug", etc.)

Smoke Signals

Have two men, dressed in Indian garb and with blankets, working over two different simulated fires and pretending to send smoke signals. One may watch and then repeat what the other "said" (an announcement of the coming program, etc.) and then return the message or answer to the first.

Pancake Pow Wow

The Saturday morning before the program begins, have a Pancake Pow Wow. If weather permits, have it outside on the church parking lot. Strive to get all of the

Tribes (classes) there. If you wish, advertise it as a community affair. Add atmosphere by having persons dressed as Indians, and if possible secure totem poles, Indian blankets, relics, for the tables.

When the tribal members are finished eating, challenge them to "leave the reservation" to make a home visit today, inviting "Wooden Indians" (inactives) to Sunday school tomorrow. Have a list of prospects and inactive members, and furnish each with a card to fill in and return. Allow points for each visit made, and points for the tribe (if contest is included in your program). Visitors card must be turned in the next day in order to collect the points.

On the War Path

Get your Sunday school "on the war path" against last year's attendance—to better it this year; against absenteeism—to stamp it out; against uninvolved Sunday school members—to activate them as working Christians.

The teams might "declare war" on each other, to win over them.

Tepee

If possible, secure a large tepee. Set it either in front of the church, or in one of the children's departments. Allow the class which has the greatest increase to have its class in the tepee the next week.

Sand Table Scene

Build a small Indian village in a sandtable or as a tabletop display. From week to week add tepees, the fire, Indians, etc. (This would be a fine pre-session activity.)

Indian dolls and artifacts may be purchased at the local variety store, and might well serve as awards at the contest's end.

Indian Names

Allow the children to pick Indian names for these weeks. A few suggestions, "Laughing Waters", "Little Fawn", "Happy Hunter", "Minnehaha", "Scar Face", etc.

Indian Choruses

Tune of "Jesus, Jesus, Jesus"

We are little Indians
Working for the Lord.
We are little Indians,
We will win the Big reward!"

Tune of "Bringing in the Sheaves"

Come and join our tribe,

Come and join our tribe,
Be a Pow-Wow Indian
Come and join our tribe."
(repeat)















Tune of "Jesus Loves Me"

Indians love our Sunday school
For the Bible is the rule.
Boys and girls we're out to win
That they may be free from sin.

Chorus:

Yes, we are Indians
Yes, we are Indians
Yes, we are Indians,
We love our Sunday school."

Indian Signs

	GILA MONSTER—Sign of the Desert	
	COYOTE TRACKS—Good Prospects	
	RAIN CLOUDS—Good Prospects	
	LIGHTNING AND LIGHTNING ARROW—Swift-ness	
	MORNING STARS—Guidance	
	RUNNING WATER—Constant Life	
	RAINDROP, RAIN—Plentiful Crops	
	SKY BAND—Leading to Happiness	
	MEDICINE MAN'S EYE—Wise, Watchful	
	TEPEE—Temporary Home	
	HOGAN—Permanent Home	
	MOUNTAIN RANGE, BIG MOUNTAIN—Abundance	
	HOUSE OF WATER, FENCE—Guarding Good Luck	
	ENCLOSURE FOR CEREMONIAL DANCERS	