Student Notes –

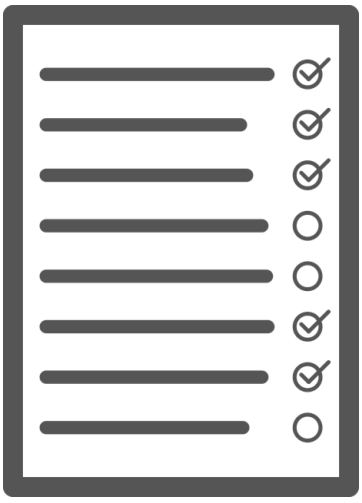
Complete Curriculum

E quipping

Q ualified

U ndaunted

I nstructors



P ractically

By Hanna Sims

EQUIP (Equipping Qualified Undaunted Instructors Practically) – Student Notes – Complete Curriculum
by Hanna Sims

Published by NETworkers TEC LLC

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First Printing, 2025

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Dedicated to Jeneba, my spiritual mom, for her work and inspiration for this project.

Thank you to Nick and Kim for their sponsorship of this curriculum.

Thank you to Annette and Patty for their work, review, and feedback on this curriculum.

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Lesson 1 - He Said, She Said?

Biblical Authority is More than Hearsay

What is the Bible?

1. A _____ (a record about God) and in some ways an *auto-biography.*

2. _____ Revelation about God, His doings, instructions, and salvation vs. General Revelation (Creation - Romans 1:20, Psalm 19:1) that proclaims God exists.

3. "…A _____ collection of [66] historical documents written down by eyewitnesses during the lifetime of other eyewitnesses. They reported to us supernatural events that took place in fulfillment of specific prophecies and claimed that their writings are divine rather than human in origin."[1]

4. The Bible was written by 40 authors, over a period of 1,500 years, on 3 continents, and in 3 languages and yet it tells the _____, without contradiction.

5. _____ (Psalm 119:160, John 17:17)

How do you know that the Bible is God's Word?

1. The _____ Tells Me So! - "***All Scripture is breathed out by God*** and profitable for teaching, for reproof, for correction, and for training in righteousness." (*2 Timothy 3:16 – *bold and emphasis mine)*

[1] Voddie Baucham: This is why we believe the Bible is true – Uploaded by Wretched - https://youtu.be/txbC6j71bng

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Through Scripture confirming Scripture, it is clear that all Scripture is God-breathed and authoritative.

a. The Old Testament (Luke 24:45, Luke 4:21).
b. The New Testament (1 Timothy 5:18, 2 Peter 3:16)

2. The _____ said so
    a. Prophets – Jeremiah 1:2, Ezekiel 1:3
    b. Apostles – (Paul) 1 Corinthians 2:13 and 1 Thessalonians 2:13, (Peter) 2 Peter 1:16-21, (John) Revelation 1:1

3. _____ - Miracles confirm a message.

4. The Canon of Scripture is the _____ and Acknowledged Word of God

Testimony to the Canon of God's Word:

a. Eyewitness Testimony _____

_____

b. Archeological Testimony _____

_____

c. Historical Testimony _____

_____

d. Church Acceptance _____

_____

e. Chain of Custody _____

_____

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f. Early Testimony _____

_____

g. Councils _____

_____

Why Can You Trust the Bible's Testimony to be God's Word?

1. _____ Testimony
    a. **The Old Testament** – Jesus called upon the authority of the Old Testament. (Matthew 4:4, 7, 10)
    b. **The New Testament** - Jesus promised that God, the Holy Spirit would be the one to guide His disciples when they authored what we now call the New Testament. (John 14:26, 16:12-13)

Here's another way to think about it:

If Jesus, who is God, teaches something then it is true (because God cannot lie).
Jesus taught that the Bible is God's Word.
Therefore, it is true that the Bible is the Word of God.[2]

2. _____ Character (Hebrews 6:18)

3. _____ - The Bible Claims to be God's Word.

    a. Circular reasoning, though weak, is still valid.
    b. The validity of God's Word is backed with evidence which actually shows that it is not circular reasoning.
    c. Self-Authentication is a valid authority.

[2] I Don't Have Enough Faith to be an Atheist by Norman Geisler and Frank Turek – pg. 375-376

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Why did God give us the Bible? 2 Timothy 3:16-17 gives a key outline: "All Scripture is breathed out by God and profitable for ***teaching***, for ***reproof***, for ***correction***, and for ***training in righteousness***, that the man of God may be complete, equipped for every good work." *(Bold and emphasis mine)*

Summary - Nine Reasons to Trust the Bible

A ccuracy [of text and transmission] demonstrates it.

U nity [of message] supports it – All 66 books tell the same narrative.

T hinking minds endorse it.

H uman nature requires it – We need an absolute guide for life.

O ur Savior taught it.

R evelation [prophecy] confirms it.

I t's own claim demands it.

T he character of God secures it.

Y our personal experience/testimony illustrates it.

Scripture Under Scrutiny – Speaker Brian Edwards (Answers in Genesis)

Authority and motivation **are two keys to getting the job done!**

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Resources for Further Study on this Topic

- Lecture DVD - *Scripture Under Scrutiny* – Speaker Brian Edwards (Answers in Genesis)
- Curriculum for Kids – Yes, God is Real - www.networkerstec.com/curriculum.html
- Course – Footing Before Foundation - www.networkerstec.com/apologetics.html
- Book/Curriculum – I Don't Have Enough Faith to be an Atheist by Norman Geisler and Frank Turek
- Book/Pamphlet – Why Trust the Bible from Rose Publishing
- Book - How the Bible Came to Us by Meryl Doney
- Book – How Do you Know the Bible is From God? by Kyle Butt
- YouTube - Voddie Baucham: This is why we believe the Bible is true – Uploaded by Wretched
- YouTube - Is the Bible truly God's Word? – Uploaded by Got Questions Ministries

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Lesson 2 –
The Biblical Basis for Child Evangelism

_____ Passages

1. Matt 18:1-14 — **Probably the strongest argument for child evangelism and conversion.**
    a. Verses 1-4 – Since Jesus uses the humility and faith of a young child as a qualification for entering Heaven, this implies a child must be able to enter the kingdom.
    b. Verses 5-14 - The words used here like believe and perish, in relation to children, are the same words used elsewhere in Scripture when talking about salvation in general. This is a hint that children can equally believe in Jesus as their Savior. Children are special to God; there are special angels attending to saved children. He seeks "lost" children and rejoices when they are found. Jesus also tells a somber warning to those that would offend or despise children.
2. Mark 10:13-16 —The purpose of this passage is to communicate Jesus' care for children, not necessarily to promote child evangelism. This passage does not imply all children are saved but "all, including children, who come to Jesus in childlike trust and dependence are given free access to Jesus."[3]

_____ Passages

1. **Ephesians 1:1-3; 6:1-4 and Colossians 1:1-2; 3:20-**21 — Since Paul addresses his letter to the "saints" and to "children", children must be among the saved saints, which must mean they can believe in the Lord as their Savior.
2. **Titus 1:6** — Salvation and sanctification of a child must have been attainable or Paul would not have put it as a qualification for an elder and his family.

[3] *Progressive Methods of Child Evangelism Manual*, Child Evangelism Fellowship, Inc. - Pg. 18

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Philosophical Worldviews	Biblical Worldviews
Children are Unimportant… (Psychological Philosophy) - It is better to spend time evangelizing teens or adults because they have a bigger impact in society or more temptations/pressures from the world that they need help with in life. They are in greater need of the Gospel. Childhood is a time to have fun so we can tell kids fun stories at church, sing silly songs, and make crafts, but children are unable to understand concrete spiritual concepts and receive Jesus as their Savior.	• **Children ARE important** (Mark 10:14 and Mat 18:5). • **"Adults" are NOT the greatest in the kingdom of Heaven** (Matt 18:3). • **Childhood IS a time to teach spiritual truths** (2 Tim 3:14-15 and Eph 6:4). • **Children CAN believe in Jesus as their Savior** (Matthew 18:14). • **Evangelism to ALL is a Biblical Command** (Mark 16:15).
Good teaching ought to do it! (Educational Philosophy) - Children should be taught Biblical principles to promote good behavior, but they do not have the mental ability or maturity to understand the full meaning of the Gospel because they are too young. Therefore, they cannot believe in Jesus as their Savior. The teaching of salvation should not take place until they are, at least, in their teen years.	• **Children CAN believe in Jesus as their Savior** (Matthew 18:14). • **The fruit of the Spirit (good behavior), requires the indwelling of the Holy Spirit** (Galatians 5:22-23, 25). • **Salvation is the first step to understanding spiritual concepts…otherwise mere spiritual teaching is considered foolishness** (1 Corinthians 2:14). • **Salvation is not the result of mental understanding or maturity. It is by grace through faith and children can have faith to be saved.** (Eph 2:8-9 and Rom 10:17).
The Age of Accountability *(if a child dies before a certain age, and the child has not believed in Jesus because he or she is too young to grasp the Gospel, then he or she will still have eternal life with Jesus because of the grace and mercy of God.)* - Because children are under the age of accountability, they do not need to hear about salvation or believe in Jesus until they are adults.	• **There seems to be indication that children who die at a very young age (like babies) but who have not believed in Jesus do go to Heaven** (2 Sam 12:23). *(Since David had confidence he would be with God after his death, it is inferred when he says that he will go to his infant who died, that he is referring to seeing him in Heaven.)*

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	• **Since we do not know when the age of accountability ends, we must always be sharing the Gospel with children because their eternal salvation matters and children can believe!** (Heb 9:27 and Matt 18:14).
Safe under the Covenant (Traditional Philosophy) - Children are saved because their parents are saved. It is only if the child decides to leave the faith that he needs to evangelized.	• **Every person is accountable to the Lord** (Ezekiel 18:20). • **Every person (including children) must make a personal decision to believe in Jesus as their Savior** (John 3:36).
Baptism Saves - Children who are baptized or confirmed in the church are saved.	• **Salvation is not a result from good works** (Ephesians 2:8-9). • **Only Jesus has the ability to save you** (Acts 4:12). • **Salvation is a personal decision, not an act of confirmation done at a scheduled time** (Romans 10:9-10, 13).
Good Little Boys and Girls (Innocent Philosophy) - Children are mostly good people and do not need to be saved.	• **All have sinned, including children** (Romans 3:23). • **The wages of sin is a consequence for all, but the gift of salvation is extended to all as well** (Romans 6:23 and John 1:12) .
Not my job - Teaching children about Jesus is the responsibility of the church…not the parents. Parents are not qualified to teach their children because they do not have the proper education.	• **Scripture commands fathers (and in wider application, both parents) to teach their children in the Lord** (Ephesians 6:4). • **God's Word is to be taught in the home and in everyday life** (Deuteronomy 6:7). • **Members of the local church should use their spiritual gift to teach children** (Romans 12:6-7).

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Why Should We Evangelize Children?

a. _____ Condition - Children, like adults, are spiritually lost and are in need of a Savior.

"… The Bible does not teach a theology of childhood which is separate from, and different to, a theology of adulthood. Instead, the Bible gives a theology of man which includes both children and adults. While there are many differences between the child and the adult physically, psychologically, socially and, in some ways, spiritually, their position before God is basically the same."[4]

2. Their Hearts are _____ to Believing — Testimony has shown that between the ages of 4-14 years old, is when 85% of Christians become Christians. [5]

3. There is an _____ because the Window is Closing.

4. The Greatest _____ happens when you Invest in Children.

> "Children do not make up 100% of our population, but they do make up 100% of our future." ~Anonymous

Resources for Further Study on this Topic

- Book - U-Can Know God's Plan for Children by Dr. Sam Doherty - www.cefbookministry.com/product/u-can-know-gods-plan-for-children
- Book Children - A Biblical Perspective by Sam Doherty - www.cefbookministry.com/product/children-a-biblical-perspective

[4] *Children – A Biblical Perspective*, Doherty - Pg. v-vi
[5] *Children – A Biblical Perspective*, Doherty - Pg. ii

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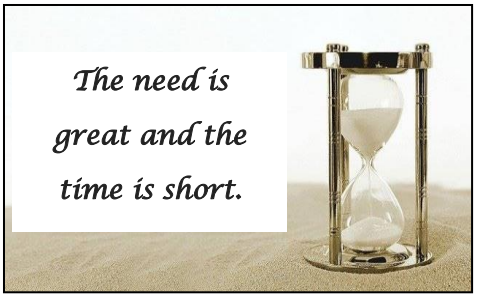
Lesson 3 - The Cultural Urge for Working with the Next Generation

The Wall

1. _____ (Footing)
2. _____ (Cornerstone)
3. _____ (Foundation)
4. _____ (Bricks)

Why Do Apologetics with Kids



1. Time is _____.
2. _____ doesn't wait.
3. Kids _____ early.
4. To give them tools on how to defend and share the truth with others.
5. To keep them from falling off the cliff of faith in the first place.

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How Do We Do Apologetics

1. Parental involvement
2. Listening to their doubts or questions
3. Not belittling them or "judging" in a negative sense for asking questions, not knowing something, or doubting
4. Building a relationship with them to win an audience to be heard
5. Spending time researching and taking their questions seriously
6. Following through and getting back with them about their questions
7. Educating yourself on topics and issues that concern them so you can answer Biblically
8. Asking them questions to find out their thoughts or understanding.
9. Reaching out to ones that seem distant
10. Being humble with your answers and acknowledging that you don't know everything and can be wrong
11. Telling them Biblical truth, even when it is unpopular
12. Connecting the Bible to their life and things going on in the culture (application)

Resources for Further Study on this Topic

Apologetics Ministries (Articles, podcasts, videos, conferences, etc.)[6]

- Cold Case Christianity w/ J. Warner Wallace - www.coldcasechristianity.org
- Case Makers Academy for Kids - www.casemakersacademy.com
- Cross Examined w/ Frank Turek - www.crossexamined.org
- Stand to Reason w/ Greg Koukl - www.str.org
- Maven w/ Bret Kunkle – www.maventruth.com
- Answers in Genesis – www.answersingenesis.org
- Mama Bear Apologetics – www.mamabearapologetics.com
- NETworkers TEC - www.networkerstec.com/apologetics.html

Books

[6] There are many different types of apologetics: presuppositional, evidential, classical, and cumulative are some of the most popular.

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- I Don't Have Enough Faith to be An Atheist by Dr. Frank Turek and Dr. Norman Geisler
- Tactics by Greg Koukl
- Author J. Warner Wallace
    - Cold Case Christianity and Cold Case Christianity for Kids
    - God's Crime Scene and God's Crime Scene for Kids
    - Forensic Faith and Forensic Faith for Kids
- Mama Bear Apologetics, General Editor: Hillary Morgan Ferrer
- So the Next Generation Will Know By J. Warner Wallace and Sean McDowell
- A Practical Guide to Culture By John Stonestreet and Bret Kunkle
- Why Won't they Listen? By Key Ham
- Will They Stand: Parenting Kids to Face the Giants by Ken Ham
- Author Lee Strobel his "Case For…" Series for kids, students, and adults.
- Transforming Children into Spiritual Champions: Why Children Should Be Your Church's #1 Priority by George Barna
- Author Natasha Crain
- How do you Know God is Real? by Kyle Butt (for kids)
- How do you Know the Bible is from God? by Kyle Butt (for kids)

Films/Talks

- God's Not Dead 1 and 2
- A Matter of Faith
- The Case for Christ
- Simple Tools for Brain Surgery by Bill Jack
- Session 3 - True for you but not for me w/ Brett Kunkle - https://vimeo.com/203927148
- Gospel Q&A Videos - www.networkerstec.com/gqa.html
- Voddie Baucham on Expository Apologetics: Always Use the Bible in Evangelism – Wretched - https://wretched.org/tv/voddie-baucham-expository-apologetics-always-use-bible-evangelism/

Curriculum

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- Yes, God is Real – Apologetics for Kids by Hanna Sims and Frank Turek - /www.networkerstec.com/curriculum.html
- Footing before Foundation – High school – Adults (from Hanna) - www.networkerstec.com/apologetics.html
- "What We Believe" Series from Apologia and Summit Ministries
- https://www.summit.org/curriculum
- Demolishing Strongholds DVD Message Series by Answers in Genesis

Questions and Answer Ministries

- One Minute Apologist - www.oneminuteapologist.com
- Got Questions - www.gotquestions.org
- 412 Teens - www.412teens.org
- GQ Kidz - www.gqkidz.org

Worldview Camp - www.summit.org and www.worldview.org

Truth

- Book – Saving Truth by Abdu Murray
- https://www.networkerstec.com/truth.html

Biblical Worldview Trends and Statistics

- Cultural Research Center - www.arizonachristian.edu/culturalresearchcenter/research/
- https://downloads.frc.org/EF/EF21E41.pdf
- https://frc.org/worldview
- https://www.tonyperkins.com/get.cfm?i=WR21E04 (Start episode at time segment 13:09)
- www.georgebarna.com

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Lesson 4 - Children Characteristics: Differences and Similarities

Children are Different

Learning Styles

1. _____ Learners	**2. _____ Learners**
3. _____ Learners	

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Personality Types - *Personality Insights - www.personality-insights.com*

- **Why Study Personalities?** To help you understand how God created you, the child, and your team so you can better discern how to interact and serve others.

D	I
1. Doer, bossy, determined, direct/blunt, goal-oriented, confident, etc. 2. Focus this child on being a positive leader. 3. Biblical example: Paul 4. "FIRE!" - This personality is concerned about getting things done, not on planning things out.	1. Social butterfly, interesting, impulsive, silly, friendly, may have trouble having deep friendships or being real with people, or needs recognition. 2. Focus this child on bringing joy to others but with sensitivity to the needs of others and the situation/setting that is going on around him. 3. Biblical Example: Peter 4. "Ready, Aim, Squirrel" (Highly distracted personality)
S	C
1. Helper, needs security, slow to change, team effort, sweet, submissive, etc. 2. Focus this child on being a servant with only one master. 3. Biblical Example: Abraham 4. "Ready, Ready, Ready" (Has a hard time with making decisions ("Aim") and taking that action step ("Fire")).	1. Analytical, perfectionist, stats and facts, critical thinking, careful, can come across as cold, self-sacrificing to get the job done 2. Focus this child on excellence but with grace for themselves and others. 3. Biblical Example: Moses 4. "Ready, Aim, Aim" (Focusses so much on precision that this sometimes keeps him from executing a task ("Fire")).

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Other Ways that Children are Different

- **Upbringing and Family Life**
- **Salvation**
- **Gender, Age, Maturity, etc.**
- **Birth Order**
- **Love Languages** *(Quality time, acts of service, gifts, words of affirmation, and physical touch.)*

You can jot down general notes about these categories here.

General Tips

When teaching children, whether your own or those in your class remember:

1. Each child is unique and will have a different combination of these and other traits. You may need to discuss with your team how to best meet all these various needs within your class as you go through your curriculum. Sometimes, curricula will have suggestions written into the lessons.
2. We are not teaching a curriculum or following a certain formula. We are teaching children with various personalities, learning styles, and needs.
3. Observing and listening are two of the greatest keys to learning who your child is.
4. Different characteristics impact the others. For example, a first born child might have a dominate personality and be more mature for his age group. Or someone that has the spiritual gift of service may also have a supportive personality.
5. Just because you have strength in one area does not mean you should not or cannot develop another. For example, a child may tend to be more shy/reserved in his personality, but that is not an excuse to be rude or unfriendly to others. This child may need to be intentionally encouraged/taught on how to introduce himself and/or reach out to others.
6. Have grace for yourself and the child as you learn and discover one another. Some kids will have a different personality than you so the journey is always an adjustment and requires flexibility.

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Children are the Same

1. Children need _____.
2. Children need to develop good character.
3. Children need to be challenged to _____.
    i. Topics that interest them
    ii. Asking good questions
    iii. Reading/Research
    iv. Presentations (PowerPoint, poster board, skit, video, verbal presentations, etc.)
    v. Experiences (things they can see, taste, touch, hear, application, challenges, reflections, etc.)
    vi. Discussions, as well as debates and role plays
4. Children are _____
5. Children are seeking to make sense of the world around them.

	Step 1: What is true?	**Step 2: Why is something true?**	**Step 3: How do I communicate that truth to others?**
Grades	Preschool-2nd grade	3rd grade and older	5rd grade and older
Summary/ Importance	• Facts and WHAT is true/right. • Busy learning information.	• Explaining why something is true and giving evidence to show that it is true gives kids confidence that what you are teaching is based on reality. • A child's worldview is said to be set by age 14.[7] Establishing the truth and why it is the truth must be done early to establish a firm foundation.	• Defending and sharing what you know in order to plant seeds of truth in the lives of others. • This step is important so that children: o are not ashamed of their faith. o can answer other people's questions or doubts. o invest in the lives of others by sharing what they learned.

[7] *Children – A Biblical Perspective*, Doherty - Pg. 17

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6. Children need _____ appropriate for their age group (e.g. involvement during the lesson, actions, games).
7. Children need to be assessed.
8. Children need to be invested in.

Key 1: Take time to focus on the child as a person, not just as a pupil that has to listen to your lesson.

Key 2: Know your students personally through observation and listening.

Key 3: Win and hold their heart.

Key 4: A child doesn't care how much you know until they know how much you care.

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Resources for Further Study on this Topic

- Personality Insights - www.personality-insights.com
  Recommended:
  - DISC Parenting Flip Charts
  - Leadership Flip Charts
  - Educational Flip Charts
  - All About Bots All About You - Child DISC Assessment Profile Booklet
  - Four Pals Mini Series *(Children books featuring each one of the DISC personalities through a different character. This series encourages children to understand themselves and their friends based on their personality)*
- Book - Presenting with Style by Robert A Rohm and Tony Jeary
- Book - Different Children, Different Needs- Adaptive Parenting by Dr. Charles F. Boyd
- Personality Assessment for Kids from In His Grace, Inc. - www.inhisgraceinc.com/html/disc_definitions.html
- Sorry, but Christians don't need Enneagrams. – Uploaded by Wretched - https://youtu.be/WjRr02jLlho
- Book - The Birth Order Book by Dr. Kevin Leman
- The 5 Love Languages - www.5lovelanguages.com *(Includes children books to facilitate discussions with your children on this topic)*
- Book - The 5 Love Languages of Children by Dr. Gary Chapman and Ross Campbell, M.D.
- Spiritual Gifts Article - Spiritual gifts survey - what are the different spiritual gifts the Bible mentions? https://www.gotquestions.org/spiritual-gifts-survey.html
- Book - What You Do Best in the Body of Christ by Bruce Bugsbee
- Character Resources – www.networkerstec.com/character.html

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Lesson 5 – Ministering to Children's Needs

The Gospel

Question: Why is there sin in the world?

1) God designed the world very good (Gen 1:31)! God is not at fault for the sin in the world.
    a. God is completely holy, perfect, and pure (Ps 99:5). God would never do anything wrong or make a mistake.
2) Since God is love, He wanted people to have free-will to make choices and the ability to choose to love and obey Him or not. With that choice came the risk and possibility of sin and disobedience and the consequences that come with that choice.
3) Sin entered the world through Adam (Rom 5:12).
    a. This is why you personally commit sins.
    b. This is why people sin against you, causing some of the difficult situations previously mentioned.
        i. NOTE: The difficult situations mentioned before that children may be going through are most likely not happening because of THEIR sin. Most likely it is the sin of someone else in their life. In counseling a child in this situation, we do not want them to take responsibility for other people's sins or think that they are causing this situation.
    c. Creation itself groans under the weight of the consequences of sin and death. (Romans 8:19-21)
    d. This is the WHY for the pain, suffering, difficulties, and hard times we all experience.
4) God did not leave us in our pain (Rom 5:8).

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a. Although we deserve God's justice for our sin (death – Roman 6:23), He sent Jesus to die for us and rescue us from sin's punishment.
b. Jesus suffered the greatest evil to bring the greatest good. Jesus suffered to bring salvation for all of mankind, just as Adam's sin brought suffering to all mankind (Romans 5:15-21)

5) God can redeem our suffering.
   a. God uses suffering to show us our need for Him and for salvation (Ephesians 2:1-10).
   b. God's goal for our life is not happiness but holiness (Rom 5:3-4, Heb 12:5-11).
   c. God uses the suffering that we experience as a way we can comfort and help others (2 Corinthians 1:1-7).
   d. When we suffer for the name of Christ we are blessed and are following in His steps (1 Peter 4:14, 2:21)
6) God will make all things right, in His timing.
   a. Those that have not believed in Jesus as their Savior from sin will experience eternal suffering and pain in the lake of fire. (Rev 20:14).
   b. Those that have believed in Jesus as their Savior will be in a new heaven and a new earth where there is no death, mourning, crying, or pain. (Rev 21:4).

Advice for Sensitivity when Meeting Children's Needs

1. _____ acknowledgement of the situation is the first step to healing.

2. A _____ is not a label.

Name of someone that you have ministered to: _____

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3. Learning to speak by _____.

4. Exemplifying good _____.

Identify the Lies

Jot down your own notes here.

Freedom is Found in God's Word

Jot down your own notes here.

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Meditate on God's Word

1. Our Minds need to be _____
    a. Romans 12:2 - "Do not be conformed to this world, but be transformed by the renewal of your mind…"

2. We Need to Speak _____ to Our Hearts
    a. Meditating on God's Word is what Psalm 15:2 refers to when it says "speak truth to your heart."

> *"As our mind is renewed through God's word, we replace thinking patterns of fear, doubt, selfishness, and pride with patterns of faith, humility, thankfulness, and praise which leads to freedom and victory."*
>
> *Speak Truth in your Heart by Sarah Mally - Pg 13*

God's Word Brings Freedom

Situation	Lie	Truth
Divorce	God doesn't love me.	Eph 3:17-19
Drugs	I am too sinful for God to forgive me.	Ps 86:5, 130:3-4, 1 John 1:9, Ps 103:12
Abuse	God cannot exist if there is so much suffering.	Rom 5:8, Gen 50:20
Father is in jail	I/my family could never change.	2 Cor 5:17, 1 Cor 6:9-11
Hungry	God doesn't care about me personally.	1 Peter 5:7, Ps 40:5, 139:17-18

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Top 10 Keys for Meditating on Scripture

1. Memorize it.
2. Copy it and put it somewhere where it can be seen often.
3. Repeat it aloud, at least once a day.
    i. Emphasize different words each time you say the verse.
4. Set an alarm or get in the habit of saying it at a certain time of day (like before you eat).
5. Intentionally think about it before you go to bed.
6. Pray the verse.
7. Ask discovery questions about the verse and let God teach you, or research the answers.
    i. What characteristic of God is revealed in this verse?
    ii. What characteristic of man is revealed?
    iii. What does God mean when he says _____?
    iv. How does this apply to my life?
8. Look up key words from the verse in a Bible dictionary or concordance.
9. Write down what God teaches you about the verse.
10. Share your insights with someone else.

Resources for Further Study on this Topic

- Character Resources - www.networkerstec.com/character.html
- "Helping Children in Trials and Changes" - www.networkerstec.com/suffering-children.html
- YouTube - Suffering and Evil: The Logical Problem (Part 1) – Uploaded by drcraigvideos - https://youtu.be/k64YJYBUFLM
- YouTube - Suffering and Evil: The Probability Version – Uploaded by drcraigvideos - https://youtu.be/cxj8ag8Ntd4
- Book - Speak Truth in your Heart: Replacing Lies with God's Word by Sarah Mally

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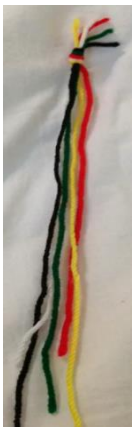
Lesson A – Sharing the Gospel with Children

Suggestion: Use the "Gospel Overview Chart" as the main outline for this lesson, and then read over the rest of these notes on your own time.

Prepare your Tools

The following are useful tools to have when sharing the 5 Gospel colors.

- **Gospel Overview Chart**
    - Optional: Copy the chart and cut it into strips making five bookmarks; since each bookmark has the key points on it. you can put them at the appropriate verse for each color to use as a guide.
- **Sticky Notes -** Write the key points you need help remembering on a sticky-note and put it next to the appropriate verse as a guide.
- **Yarn Bookmark -** Gather yarn for each of the five colors (some colors may need more than one piece of yarn depending on how many verses you want to read for that color). Measure the length of your Bible and include about 3 extra inches before cutting the yarn. Then, gather all the pieces and tie them together at the top in a knot. Then place the appropriate string at each corresponding Bible verse; the knot should stick out of the top of your Bible with each string dangling out of the bottom so that you can grab the string and flip open your Bible to the right place.



- **Object -** Make a key chain, bracelet, or another item with the 5 Gospel colors to engage the children during your presentation. Suggested websites for buying products with the 5 Gospel colors are in the Resource section at the end of these notes.

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Optional Intro: What is your favorite color?

Gospel Message Summary Chart

Gold - God

Key Verse: Genesis 1:1, John 3:16

Truths about <u>God:</u>

***Perfect (Holy)**
Psalm 99:5

***Just**
Deut 32:4

***Loves You**
John 3:16, Romans 5:8

Trinity
Mark 12:29b, 2 Cor 13:14

Creator
Genesis 1:1

Heaven
Psalm 11:4

Eternal
Psalm 90:2

And many other attributes…

Link: There is one thing that keeps you apart from God: sin.

Dark – Sin

Key Verse: Romans 3:23, 6:23a

Truths about my <u>Sin</u>:

Sin =

- Falling short of God's glory (Romans 3:23).
- Anything that you think, say, or do that breaks **<u>God's law.</u>**

Examples of sin

Everyone is **born sinful** and has sinned, specifically me (Romans 3:10-12, 23).

Punishment of sin =
Death (Romans 6:23)

1. Physical Death
2. Spiritual Death - dead in your spirit and **separated** from having a friendship with God.
3. Eternal Death - spending eternity apart from God.

Link: But God did something so that your sins could be forgiven.

Red – Jesus' Blood

Key Verses: Romans 5:8; 1 Corinthians 15:3-5

Truths about <u>Jesus</u>:

- **God the Son**
  John 3:16
- **Fully God and fully Man**
- **Perfect**
  2 Corinthians 5:21
- **Willingly gave his life**
  John 10:18
- **Died to pay the punishment for your sin** (Romans 6:23).
  - A **blood sacrifice** is needed to pay the punishment for your sin (Hebrews 9:22b).
- **Raised again 3 days later** (1 Cor 15:3-5).
- **Alive in Heaven** (Ephesians 1:20).

Link: Now because of what Jesus did for you, you can have your sins forgiven.

Clean – Believe

Key Verse: John 1:12
(or John 3:16, 3:36, Romans 10:13, Acts 16:31)

Steps on the Clean Page:

1. Read/Explain a "Response/Promise" verse like John 1:12
   - **<u>Receive</u>** = take as your very own
   - **<u>Believe</u>** = trust completely that Jesus is your ONLY Savior
   - **<u>Child of God</u>** = being part of God's forever family
2. Have you? (with follow up questions if needed)
3. Do you believe?
4. Ask Review Questions
5. Tell God:
   - **<u>Admit</u>** that you have sinned against God *(and are helpless to save yourself).* Repent and turn from your sin.
   - **<u>Believe</u>** *(place your complete trust)* in Jesus' sacrifice for the forgiveness of your sins.
   - **<u>Choose/Call on</u>** *(ask)* Jesus to save you.
6. Child Prays - What did you just pray? (or additional follow up questions)
7. Read your "Response/Promise" verse again inserting their name.

Link: If you have truly believed in Jesus as your Savior, here are some ways you can get to know him better.

Green – Growing

Key Verse: 2 Peter 3:18

Truths about <u>Growing:</u>

- **Rejoice in His Promises** John 1:12, 6:37, Romans 5:10, Heb 13:5-6
- **Read/study/think on/memorize God's Word** Psalm 1:2
- **Obey God**
  James 1:22
- **Pray to God** Matthew 7:7
- **Confess your sin to God** 1 John 1:9
- **Tell others about Jesus** Matt 28:19-20
- **Go to a Bible believing church**
- **Read a devotional book**
- **Read about heroes of faith**

Conclusion: give tract, pray with child, & tell someone.

GOSPEL INTRODUCTIONS

1. **Direct approach** – “Have you ever believed in Jesus as your Savior?”
    a. The Lord might put a specific child on your heart to pray for and approach to share the Gospel.
2. **Favorite Color** (perfect for fair ministry, on the street witnessing, face painting with the Gospel colors, etc.) – “What is your favorite color? I’d like to tell you a true story about Jesus using these colors if that’s okay.”
    a. In a public setting, it is wise to obtain the parent’s permission before sharing the Gospel with a child. Make sure you are in an area where others can see you and, if possible have another teacher with you.
3. **Situational** – Questions the kids ask, your lesson curriculum, counseling times, or discipline situations often lead to conversations about the Gospel.

NOTE: The order of the points explained for each color signifies a natural flow for the presentation. Although most of the time, there is not a specific order except for the CLEAN color.

GOLD/YELLOW = GOD

Examples of Using God’s Attributes to Answer Kid’s Questions

(Attributes bolded and underlined. These are based off actual conversations with kids.)

Example 1 -

Girl: When I turn 18, I want to have surgery to be like a boy. What does God think about that?

Teacher: Well first, let me ask you a few questions. Do you think God is the **creator** and He made you? Do you think God is **holy/perfect** and cannot make mistakes? Do you think God **loves** you?

Girl: Yes

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Teacher: If God is your **creator,** then He made you the way you are. And if God is **perfect**, He didn't make a mistake when He made you a girl. And if God **loves** you, then He loves you the way you are. Why would you want to change yourself to be something different?

Girl: WOW! I never realized that God loved me and designed me. I changed my mind; I don't want to be like a boy after all!

Example 2 -

Boy: Who made God?

Teacher: Let's say you were running a race and got first place. If I asked you, who placed before you? What is the answer?

Boy: Nobody.

Teacher: That's right! Because that is what it means to be in 1st place; there is no one before you. In the same way, **God is eternal, the highest authority, all-powerful, and all-wise** which means He is, in a sense, in 1st place in the universe. There is no "higher God" before Him that could have made Him. If someone else made God, then God would not be eternal, the highest authority, all-powerful or all-wise because someone greater than Him made Him and would be more powerful and wise than He. But since God is **eternal, the highest authority, all-powerful, and all wise,** He is in 1st place. There is no need to ask the question "who made God" because the answer is nobody; just like there is no need to ask the question "who placed before you?" if you won first place, because the answer is nobody.

DARK = SIN

If a child refuses to admit he has sinned, you could try these three things:

i. Ask the child if he has ever been put in time out, grounded, or spanked. If so, ask the child if he received the punishment for

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good things or bad things. Then remind the child that the bad thing he did was sin.

ii. Tell the child that you have sinned.

iii. Show the child Romans 3:23 and put his/her name in the verse. Explain the word "all". Ask the child if God would/could tell a lie. Then emphasize that since God cannot lie, his Word must be true. When God says all have sinned, that must include you and me. Then re-ask the question if the child has sinned.

iv. If the child still will not admit he has sinned, that child cannot believe in Jesus as his Savior because he does not realize he has a problem. Although you can briefly explain the RED and CLEAN page at this point, go to the "Ending the Conversation" box located under the CLEAN color for advice on what to do next.

When you talk about sin's punishment, sometimes children will say they can make up for their sin by asking forgiveness or by doing good things. Here's an **illustration**[8] you can use to help children realize that sin must be paid for…

> There once was a guy named Joe. Joe was arrested for stealing and then crashing someone's car. The judge sentenced Joe to 5 years in prison and he had to pay $20,000 for his crime. Joe told the judge, "I will try and be good from now on. I will go to church and be nicer to my sister. And before I stole that person's car, I was actually a boy scout and helped pick up garbage every Saturday. Plus, I am not as bad as this other guy I met; he actually killed someone. Can't you just let me go?"
>
> Can the judge just let him go? No. If he did, he would not be a just judge. Either Joe must pay the punishment for his sin…or someone else who did not commit the crime could take his place and pay it for him. But Joe's crime must be punished and paid for in full.

[8] Adapted from Living Waters (Are you a Good Person? YouTube clip - https://youtu.be/TCSUKIhjevo)

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RED = JESUS

Don't leave Jesus dead!

It is easy to get focused on teaching about the death of Christ and then, in wanting to move on to the CLEAN color, unintentionally forget to mention His resurrection. But this is a crucial point that must not be forgotten (1 Corinthians 15:17).

A perfect blood sacrifice was needed to pay the punishment for your sins (Heb 9:22b). **Example for Children:** *Have you ever been in trouble at home and knew that you were going to get punished? Maybe you were going to have to sit in time out or get a spanking. Then someone like your sibling or friend, who didn't do anything wrong, willingly takes your punishment for you. Has THAT ever happened to you? Probably not. That would be amazing if someone took your punishment so you wouldn't get punished; that person would probably love you a lot to do that. Well, that's what Jesus did! He suffered the punishment for your sins so you wouldn't have to.*

CLEAN = BELIEVE

The following are points that must be covered at the CLEAN color, in this order.

1. Read and explain ONE "response, promise" verse.

Verse	Response	Promise
Acts 16:31	Believe	Saved
John 3:16	Believe	Eternal Life
John 1:12	Received, Believed	Child of God
Romans 10:13	Calls	Saved
John 3:36	Believes	Eternal Life

i. **Receive = Taking as your very own**—like receiving gift. A gift might be given to you, but if you do not receive it, you do not benefit from it.

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ii. **Believe = Trusting completely** in Jesus as your Savior. Not by trusting in your good works to save you or to earn God's forgiveness.

iii. **Call = Asking God;** praying and calling on God to forgive your sin and for Jesus to be your Savior.

iv. **Saved = Having your sins forgiven**, being part of God's family, living forever with God in Heaven, and being God's friend both now and forever!

v. **Child of God = Being part of God's family**, living forever with God in Heaven, having your sins forgiven, and being God's friend both now and forever!

vi. **Eternal Life = Living forever with God in Heaven**, being God's friend both now and forever, having your sins forgiven, and being part of God's family.

2. Ask the child: "**Have you** ever [believed] in Jesus as your Savior?"
   a. If the child says "YES" then ask them one of the following questions/statement, and follow up with additional questions if necessary to help you gauge whether or not the child has truly believed in Jesus, and to help you progress in the right direction during counsel time.
      i. When did you do this?
      ii. What did you tell God when you [believed] in Jesus as your Savior?
      iii. Tell me more about the time you [believed] in Jesus as your Savior.
   b. If the child says "NO", move on to step 3.

Ending the Conversation

If at any time during the CLEAN color (or really any color) you feel that the child is not ready to believe in Christ (maybe he is not understanding the concepts or shares that he does not want to continue) you can do these things before concluding your conversation:

- Ask if he has any questions.
- Pray for the child.
- Give the child a track.
- Tell him that he is welcome to talk with you again at any time (if possible) to continue the conversation.
- Tell him that he can always believe in Jesus at anytime and anywhere.

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3. Ask the child: "**Do you** [believe] in Jesus as your Savior?"
    a. If the child says "NO", ask them "WHY NOT?"
    b. If the child says "YES", you could say "That's great. I am going to ask you a few questions to review what we learned then you can pray and tell God about that" and move on to step 4.
4. Ask Review Questions based on the Gospel presentation

    Only 2-3 questions need to be asked per color. Key questions to ask have two asterisks**.

    a. What fact do you remember about God from the GOLD color?
    b. Does God love you?
    c. What does it mean that God is _____?
    d. **Why can't God let you get away with sin?
    e. **What is sin?
    f. **Have you sinned?
        i. If a child will not admit that he has sinned, try some of the suggestions mentioned in the section about **SIN.** If the child still will not admit he has sinned, that child is not believing in Jesus as his Savior because he does not realize that he has a problem. Go to the "Ending the Conversation" box for advice on what to do at this point.
    g. **What is the punishment for sin?
    h. **Can you be good enough for God to forgive you?
    i. Tell me a fact about Jesus.
    j. Was Jesus perfect?
    k. What did Jesus do so your sin could be forgiven?
    l. **How did Jesus take the punishment for your sin?
    m. Why did Jesus die?
    n. What happened to Jesus after he died?
    o. **What does it mean to [believe] in Jesus?
    p. How do you [become a child of God] or [receive eternal life]?
    q. **Would you like to tell God that you are believing in Jesus right now?

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5. Tell God… (Prayer)
    a. **Admit** you have sinned against God (and are helpless to save yourself).
    b. **Believe** (place your complete trust) in Jesus' sacrifice for the forgiveness of your sins.
    c. **Call on** (ask) Jesus to save you.
6. After a child prays, ask a follow up question like:
    a. What did you just pray about?, What did you just ask God to do for you?, Whose child are you now? (John 1:12), and How do you know?
        i. If the child says "I don't know" or gives an answer other than praying for salvation ("I prayed that I would have a good day") then **review** with the child what he should have been praying about (the "Tell God" points under Step 5), and ask the child if he would like to pray again. But if the child clearly does not understand what he is supposed to be praying at this point, then go to the "Ending the Conversation" box for advice on what to do next.
7. Put their name back in the "response/promise" verse.

GREEN = GROWING

Refer to the "Gospel Overview Chart" for a list of suggestions for growing. This last color is green; green reminds us of things that are alive and growing.

CONCLUDING THE PRESENTATION

1. Ask the child if he has any questions.
2. Give the child a tract, if possible, and show him how the tract reviews what you all talked about and where he can write his name and the date in it if he truly believed in Jesus as his Savior.
3. Pray for the child.

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4. Encourage the child to tell another Christian (another teacher or a parent) about what he did so the first response to him about his decision to believe in Jesus is a positive experience

Variations to Sharing the Gospel

Once you are familiar with these basic points, you can start anywhere in the Gospel presentation to share the Gospel.[9] For example, a lot of people like to start sharing the Gospel with the question "Do you think that you are a good person?" and talk about SIN first, then GOD, JESUS, BELIEVING, and GROWTH.

Or you might encounter a child who thinks he can get to Heaven by being good or memorizing a lot of Bible verses. In that case, you may want to start on the CLEAN color talking about things that would NOT get you to Heaven then talk about SIN and JESUS.

Demonstration (15-20 minutes)

*(**NOTE TO STUDENT:** This script is provided for reference, not as something to memorize. It is important that you use the "Gospel Overview Chart" as your primary outline, rather than memorizing a script, when learning how to share the Gospel. This is just one example how you may use the Gospel points to share the Gospel with a child. You may add or remove illustrations, explanations, questions, and interactions based on the needs of the child. Throughout the presentation, do your best to use personal words like "YOU" and "YOUR" to talk directly to the child, instead of general words like "US" and "WE" so the child can get a personal application and understanding of the Gospel.)*

INTRO

May I tell you a true story using five colors? What is your favorite color?

(LINK) My favorite color is gold because it reminds me of a very special king.

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GOLD = GOD

This king is God, and God is the king of the entire universe because He made it. God has told us how He made the world in a very special book called the “Bible”. The Bible is God’s Word and tells us about Him. The first line in the Bible says *(read the verse from the Bible)*, “In the beginning, God created the heavens and the earth." *(Genesis 1:1).* This verse gives us many clues about God.

First, God is the creator of everything. He is in charge of everything; He sets the rules. He is the highest authority. It would be similar to being in charge of a robot you make and having the authority to tell it what to do.

Second, God was here even before the universe. He is eternal. He is eternal, which means He has no beginning or end. There is only one God, but He is also three–God the Father, God the Son (Jesus), and the God Holy Spirit. God the Son and God the Holy Spirit (though not often talked about in Genesis) were always present and part of creating the universe because they are God.

God is perfect; He never does anything wrong. He is 100% good, 100% of the time. Now, because He never does anything wrong, He cannot let us get away with doing something wrong. That is what the Bible means when it says God is just.

But God is also love, and He loves YOU very much. John 3:16 says *(read verse from the Bible)*, “For God so loved the world….” The “world” does not mean the trees and animals; it means YOU! You are in the world and God loves you very much. In fact, you could put your name in the verse to remind yourself how much God loves you. Let’s try that together. *(Point to the verse as you say the following with the child.):* “For God so loved _____ *(child’s name)*.” God loves you and wants you to be with Him.

(LINK) But there is one thing that keeps you apart from God…sin.

DARK = SIN

Sin is anything you think, say, or do that breaks God’s law. Now, repeat and copy my actions. “Sin is anything that you think *(point to your head),* say *(point to your mouth)*, or do *(wave your hands)* that breaks God’s Law *(pretend to break something in half)*.” Examples of sin aretelling a

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lie, pushing someone, hating someone in your mind, or not forgiving someone. Can you think of an example of sin?

Everyone has sinned. Have you sinned? Even though everyone has sinned, that does not make it okay. In fact, God says there is a punishment for those who sin. He cannot let us get away with breaking His law because God is just, like we talked about earlier. God tells us the punishment for sin in Romans 6:23 *(read the verse from the Bible)*, "For the wages of sin is death…" The word "wage" means payment. So the payment that we receive for our sin is death; physical death when we die here on earth, spiritual death in that we cannot be friends with God, and eternal death in a terrible place of punishment and suffering away from God.

(LINK) But God did something so your sins could be forgiven.

RED = JESUS

Romans 5:8 tells us *(read verse from the Bible)*, "But God shows his love for us in that while we were still sinners, Christ died for us."

Christ is another name for Jesus—God the Son. Jesus is 100% God and 100% man. Jesus has always existed because He is 100% God, like we learned about with the gold color. At Christmas, we celebrate when He came to earth; this is when God became flesh and dwelt among us (John 1:14). His humanly birth is part of what makes Him 100% man. Jesus grew up just like you grew up from being a baby. How old are you? Jesus was that age too. He had brothers and sisters, and friends. Do you fight with your siblings and friends? Jesus never did because He is perfect! He is 100% God, so He was 100% good, 100% of the time.

When Jesus was an adult, He did miracles. Those are things only God can do like feeding over 5,000 people with just 2 fish and 5 loaves of bread, raising someone back to life, or causing a blind man to see just by speaking it. He also taught people about God and the right way to live. Jesus didn't come to only do good things. Jesus came to be our Savior from sin. A savior rescues you from a problem and you and I need rescuing from our sin, but it has to be God's way. Hebrews 9:22b tells us the only way we can have our sin forgiven *(read verse from the Bible)*: "…without the shedding of blood there is no forgiveness of sins." In order to forgive us of our sin, Jesus had to shed, or give, His blood.

So Jesus willingly allowed himself to be betrayed by His friend and arrested (although He hadn't done anything wrong). He was whipped, beaten, had a crown of thorns shoved into His head,

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and nails were driven into His hands and feet to be hung on a cross. When this happened to Jesus, blood came out of His body; this was the payment for our sin. Remember earlier you learned that the wages of sin is death? Well, Jesus paid for your sin, not with money, but by His own death.

After Jesus died, his friends buried Him. It would be sad if that would have been the end of Jesus, wouldn't it? The Bible tells us what happened next! Would you like to read it? *(Show the child 1 Corinthians 15:3b-5 and have him read the verse out loud if he wants.)* "…that Christ died for our sins in accordance with the Scriptures, that he was buried, that he was raised on the third day in accordance with the Scriptures, and that he appeared to Cephas, then to the twelve."

This tells us that Jesus came back alive again three days after He died! This is good news! Let's say this together in our happiest voice: "Jesus is alive!"

After He showed himself to his friends, He went back up to Heaven where He is seated in a very special place next to God the Father.

(LINK) Now because of what Jesus did, you can have your sins forgiven.

CLEAN = BELIEVE

In John 1:12 it says *(read the verse to the child)*, "But to all who did receive him, who believed in his name, he gave the right to become children of God."

- "All" means everyone including YOU!
- "Receive" means to take as your very own, just like you would receive a gift.
- "Him" refers to Jesus.
- "Believed in his name" means to trust completely that Jesus is the one who died for you and came alive again to pay the punishment for your sins. It means you know that you cannot be good enough to earn God's forgiveness but you trust in Jesus ONLY to forgive you.
- "Children of God" means you can be part of God's forever family. You are still part of your earthly family, but you are now a part of God's family too. As a member of God's family you will get to live forever with God in Heaven and can have a special friendship with God here on earth.

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Have you believed in Jesus as your Savior from sin? *(NO)*

Do you believe in Jesus as your only Savior from sin? *(YES)*

You can tell that to Jesus in just a minute, but let's first review what we have talked about today.

- What is one fact about God that you remember?
- Why can't God let you get away with sinning?
- What is sin?
- Have you sinned?
- What is the punishment of sin?
- Can you be good enough for God to forgive you?
- Tell me a fact about Jesus.
- What did Jesus do so that your sin could be forgiven?
- What happened to Jesus after he died?
- What does it mean to believe in Jesus?
- Would you like to tell God that you are believing in Jesus right now?

You can tell God three things:

First, that you know you have sinned, broken his law, and are sorry.

Second, that you believe Jesus died on the cross to forgive your sin and came alive again.

Third, that you are asking God to forgive you and make you his child.

(Let the "child" pray aloud) What did you just pray? *(To believe in Jesus as my Savior).*

If you truly believed in Jesus as your Savior, then God's special promise is true for you— that you are His child. Let's read John 1:12 again, but put your name in the verse this time *(read the verse with the child and help him put his/her name in the verse),* "But to [Sally] who did receive him, who believed in his name, he gave [Sally] the right to become [a child] of God."

(LINK) If you have believed in Jesus as your Savior, here is something you can do to get to know him better.

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GREEN = GROWING

This last color reminds us of growing. What is something green that grows?

2 Peter 3:18 says *(read verse out of the Bible)*, "But grow in the grace and knowledge of our Lord and Savior Jesus Christ." This is a reminder to get to know God better just like you would grow in a friendship with a friend.

One way to grow your friendship with God and know Him better is to read your Bible. How old are you? *(12 years old)* Are you a good reader? Then how about you start in the book of Mark *(show the child how to find the book of Mark),* read chapter one this week, and write down one thing God teaches you. It might be something new that you didn't know or something God wants you to do. When you come back to Sunday School next week, you can tell me what you learned. This is an excellent way to know God better and grow in your friendship with him.

CONCLUSION

Here is a tract to remind you what we talked about today, and if you believed in Jesus as your Savior, you can write down today's date and your name on this line. I want to pray for you now, and then you can pray thanking God for what He did for you. *(PRAY TOGETHER*.) Let's go and find Mrs. Smith, and you can tell her what you just did today.

Homework

Regardless of whether or not the instructor assigns this as homework here are three steps to do after this class.

1. **Practice aloud** sharing the Gospel on a child's level using the "Gospel Overview Chart." **Mark your Bible** with the appropriate verses that you are going to use in your presentation to make them easier to access. Practicing out loud is important so that you can hear yourself and stay focused.
2. **Practice presenting** the Gospel to a Christian friend for constructive feedback.
3. **Ask** the Lord to open a door and actively **pursue** an opportunity for you to share the Gospel with a child.

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Resources for Further Study on this Topic

- Gospel Resources - www.networkerstec.com/kids-gospel.html
- Gospel Q&A - www.networkerstec.com/gqa.html
- Witnessing Method - Wordless Book - www.cefonline.com/wordlessbook
- Witnessing Method - The 10 Commandments - www.youtube.com/user/ thewayofthemaster
- Witnessing Method – The Romans Road for Children with Child Evangelism Fellowship
- Tracts and Evangelism Ministry - www.livingwaters.com
- Evangelism Ministry - Wretched - www.wretched.org
- Evangelism Ministry – Child Evangelism Fellowship - www.cefonline.com
- Children Tracts – www.cefpress.com
- Witnessing Tool - Perspective Cards w/ Teens+ www.perspectivecards.com
- Sports Equipment with the 5 Colors - www.energiaproducts.org

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(NOTE to Evaluator: Generally the students do not have to teach the points in a certain order within each color, as long as the Gospel message is clear and there is a logical presentation. Mark the box if the student adequately covers that point.)

Student's Name: _____

Time of Practicum (Goal 15-20 mins): _____

Appropriate Introduction

- ☐ Yes
- ☐ No

Gold – God

- ☐ Perfect
- ☐ Just
- ☐ Loves You
- ☐ Verse(s) _____ *(Write the verse address(es) used on the line*)
- ☐ _____ _____ *(Write other attributes mentioned – Optional)*
- ☐ Link

Dark - Sin

- ☐ Define Sin (Breaking God's Law)
- ☐ Examples
- ☐ YOU have sinned (or "Have you sinned?")
- ☐ Verse(s) _____
- ☐ Punishment
- ☐ Link

Red – Jesus

- ☐ Fully Man and Fully God (God, the Son)
- ☐ Perfect
- ☐ Willingly gave His life
- ☐ Died on the cross to pay the punishment for your sin with His blood
- ☐ Rose again
- ☐ Alive in Heaven
- ☐ Verse(s) _____
- ☐ Link

Clean – Believing - **The points for this page must be in the order listed here.**

- ☐ Read and Explain "Response/Promise" verse _____ _____ *(Write words needing more explanation – Optional)*
- ☐ Have you ever believed in Jesus as your Savior?
- ☐ Do you believe in Jesus as your Savior?
- ☐ Ask Review Questions
  (At least one question for each color)
  - GOLD
  - DARK
  - RED
  - CLEAN
- ☐ Instructions to the child for praying
  - **Admit** that you have sinned against God.
  - **Believe** in Jesus' sacrifice for the forgiveness of your sins
  - **Call on** *(ask)* Jesus to save you.
- ☐ What did you just pray? (or other follow up question)
- ☐ Read the verse again with their name in it.

Green – Growing

- ☐ Suggestion(s) given for growing _____
- ☐ Verse(s) _____ *(Optional)*

Conclusion *(at least 2 of the 4 items covered)*

- ☐ Ask the child if he has any questions
- ☐ Pray for the child
- ☐ Tract
- ☐ Encourage the child to tell someone

Smoothness	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Interaction with "child"	1	2	3	4	5
Thoroughness/Clarity	1	2	3	4	5

Grade from the Evaluator (Circle one):

Redo Poor Fair

Good Excellent/Missing 3 or less points

Comments:

Evaluator's Name:

_____

Download the template for this evaluation page at
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Lesson B – Keepin' It Real - Bible Lessons

Pray

Pray and ask God to:

1. Open your eyes that you may see wonderful things in His Word (Psalm 119:18)
2. Give you the Spirit of wisdom and revelation so that you may know Him better (Ephesians 1:17)
3. Show you what He wants you to communicate to the children (Ephesians 6:19)
4. Prepare the hearts of your students to receive His Word (Mark 4:3-20)

Research (Plan)

1. _____ **the Bible passage** (multiple times throughout your planning time) – Don't wait until the last minute to start making your lesson.

2. _____ **investigative questions**
    a. Who are the characters?
        i. Who is the main character in the narrative?
        ii. Who do you want to focus on as the main character when you teach your Bible lesson?
    b. Who was the original audience this was written to?
    c. What is going on in this passage?
    d. How does this fit in context with the rest of Scripture?
    e. Where does this event take place?
    f. When in the Bible does this event take place?
    g. When did this take place in context to the rest of history?
    h. Why might God have included this in the Scripture?
    i. What does this passage tell us about God?
    j. What does this passage tell us about humanity?

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k. How does this passage apply to us today?

l. What was God's message to the original audience?

3. _____ the passage

a. Context

b. Cross References

c. Commentaries - John MacArthur, Matthew Henry, J. Vernon McGee, David Guzik, Jamieson, Fausset & Brown, etc.

d. Concordance (to look up the Hebrew/Greek meaning of an English word to provide fuller understanding of a word's original use), Bible Dictionary, or Biblical Encyclopedia

e. Culture

f. Coordinates (Maps)

g. Online Resources and Apps for the 6Cs listed above

i. www.blueletterbible.org

ii. www.biblehub.com

iii. Logos Bible Software - www.logos.com

iv. E-Sword Bible Software – www.e-sword.net

4. _____ **for keepin' it REAL** *(See the resource section near the end of these Student Notes for resource suggestions.)*

a. Archeology

b. Apologetics - To show evidence for the truths presented in the Bible. To equip kids with answers for objections toward their Christian faith.

c. History

d. Geography

e. Science

➡ Easy to Follow Explanation

1. _____

a. God communicates (*2 Tim 3:16-17) – **Ask the Lord to reveal to you the meaning of the passage that He wants you to communicate to the**

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children.[10] Write that down at the top of your outline to help give you a vision and stay focused when preparing your lesson.

2. _____

   a. Grabs their attention.
   b. Tell an exciting part of the story.
   c. Ask a related question.
   d. Tell about the historical setting.
   e. Review the previous lesson(s) (or context).
   f. Show a related object or give a short illustration/story.
   g. Short – 5 minutes MAX!
   h. AVOID
      i. Today's lesson is about….
      ii. Don't give away the ending or climax of the story.
   i. Link – Provide a smooth transition from your introduction into your lesson.

3. _____

   a. 8-20 story facts presenting the Bible lesson content
   b. Provide enough details to clearly explain and carry the listener through the account.
   c. Lively interactions
   d. Gospel application (Optional)
   e. Additional applications (Optional)
   f. Add-Ons (Optional)

4. Climax

5. _____

   a. Finishes the remaining details of that account for this lesson.
   b. Satisfying ending
   c. Summarizes the story, main teaching, or applications taught.
   d. Cliff hanger (Optional) if you are going to continue this narrative next time.

[10] The idea that we get to impose meaning on the text is called "deconstructionism" and is most notable in abstract art and analysis of literature. For a brief teaching about the error of deconstructionism see the video clip from Wretched called, "Wretched: Wretched Bible Studies" - https://youtu.be/n8lUYbWeQqY

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e. Gospel application (Optional)
f. Invitation (Optional)
g. Additional applications (Optional)

Application

1. **GOAL** = To show the children that the Bible is living and active and applicable to their life today; the Bible is not outdated or unnecessary. To teach the children that the Bible shows us the REAL meaning and purpose to life.
2. **At least ONE application needs to be included.**

3. _____ where you may include an application:
    a. **Body: Staggered Application**
        i. A staggered application means sharing the application in the middle of the Bible lesson (versus during the conclusion) and transitioning FROM somewhere in the lesson TO the application and BACK again TO the lesson, then keep going with the lesson.
        ii. **Follow this format: Story fact, link, application, link, story fact.** This provides a smooth transition between the two parts so that the child can easily follow your presentation, and how the spiritual truth applies to his or her own life.
            1. **Story fact**—This is the last sentence or fact from the story before going into the application.
            2. **Link**—This is the transition statement that links/compares the story fact to your application.
            3. **Application**—Applying the lesson, or Biblical concept, to the child's life (e.g. Gospel, truth for growing, current event/worldview, personal testimony).
            4. **Link**—This statement transitions you back, out of your application, to your story fact. Often it is the same or very similar to the first link.
            5. **Story fact**—Continue with the same story fact you left off with before beginning your application.
        iii. **Illustration for the format of staggered applications** = an airplane, jetway bridge, and an airport.

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iv. **Example of a staggered application:**

1. **Story Facts**—The people around Zacchaeus thought that he was too sinful for Jesus to care about him. But that wasn't true. Jesus came to seek and to save the lost!
2. **Link**—Jesus came to seek and save Zacchaeus, and Jesus came to seek and to save you!
3. **Application**—Romans 5:8 says, "But God demonstrates his own love for us in that while we were still sinners, Christ died for us." Jesus came to die for your sins, even though you were going your own way instead of God's way.
4. **Link**—You can be found by Jesus because He came to seek and to save you; just like He came to seek and save Zacchaeus.
5. **Story Facts**—Jesus cared about Zacchaeus, even though he was a sinner and others rejected him.

b. Conclusion Applications

i. Conclusion applications are given at the end of the Bible lesson, once you are done presenting the story facts from the lesson.

Follow this format: Story fact, link, application. An additional link and story fact is not necessary in a conclusion application since you are not going back into the lesson

4. _____ of Applications

a. Gospel application for the Unsaved + Invitation to receive Christ

i. **Goal** = Provide adequate information for the child to know:

1. His NEED for salvation
2. The WAY of salvation
3. The OPPORTUNITY to receive Christ as His Savior (invitation)

ii. Ask the following questions to determine the best place to share a Gospel application.

Where can I talk about God in this passage?

Where can I talk about humanity/sin in this passage?

Where can I talk about Jesus in this passage?

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i. **Goal** = Invite the children to respond to the Gospel presented in the lesson.

ii. Content:

1. Briefly review the NEED and WAY for salvation.
2. Read and explain a "response/promise" verse.
    a. Examples include: Acts 16:31, John 3:16, John 1:12, Romans 10:13, John 3:36.
3. Tell the children that they can believe in Jesus as their Savior today - **Admit** - **Believe** - **Call on.**
4. Choose an ending(s) (described below) to conclude your invitation.
    a. "If you have believed in Jesus today or have questions about believing in Jesus, you can come and talk with me now *(go to a designated counseling area)*."
    b. "You can talk with me or any of the teachers at any time about believing in Jesus."
    c. "Close your eyes. If you are believing in Jesus for the first time, will you show me by _____ *(one simple action like raising your hand)*. Thank you; you may put your hand down. If you raised your hand just now, or if you didn't, I am going to go over there *(point to the counseling area),* and you can come and talk with me."
    d. Lead the children who have never believed in Jesus in a "repeat after me prayer".
    e. Pray for the children using the points of the Gospel.

c. Emphasis on God

i. **Goal**= Ponder any attribute of God (e.g. omnipresence, graciousness, truthfulness, refuge) with the children that is related to the lesson.

ii. Provide a verse(s) to support your point.

iii. Relate this attribute about God to the life of the child.

d. Application for Saved

i. **Goal** = Provide practical advice or steps for growing in the grace and knowledge of their Lord and Savior, Jesus Christ.

ii. 4 Steps:

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1. Identify the saved child by saying: “If you have believed in Jesus as your Savior…”
2. Discuss a general growth principle related to the Bible lesson. Examples include:

    a. Resisting Satan and temptation
    b. Dealing with doubt
    c. Suffering for righteousness’ sake
    d. Memorizing/meditating on Scripture
    e. Good character
    f. Changed conduct
    g. Heroes of faith
    h. Confessing sins/forgiveness

See more ideas on the “Gospel Summary Chart” from Lesson A – “Sharing the Gospel”

3. Share one practical application step that the child could apply during the week (Optional: Follow up next week to see how the challenge went).
4. Provide a verse(s) to support your point.

e. Current Events/Worldview

i. **Goal**=Relate the Bible to current events/worldviews.

ii. Consider the following to help you identify the application connection/location within your outline:

- Are there certain views described in this account that are similar to beliefs going on today?
- Where can I talk about a current event going on today that is similar to the challenge happening in the Biblical account?
- Things that happened in the story that we should emulate (copy).
- Things that happened in the story that serve as warnings of what we should NOT do.
- How was this person a hero of faith, and how can the children be like him or her today?
- How can I give hope to the children, through this Bible lesson, based on what they are facing today?

iii. Provide a verse(s) to support your point.

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iv. Relate this teaching to the life of the child.

f. Personal testimony

i. Consider the following to help you identify the application connection/location within your outline:

1. How does this lesson relate to my life that I can share with the children?
2. How have I applied or not applied the main principle in my life? What can I share about this that would benefit the children?

ii. Provide a verse(s) to support your point.

iii. Relate this attribute to the life of the child.

Lively

1. **Mark the verses** (in the order that you are going to read them) with tabs to be prepared during your lesson. It is encouraged to read directly from the Bible at least once during your lesson.
2. **Write an outline** to put in your Bible or write key points on sticky-notes that you need help remembering. Put the sticky-notes in the appropriate places (in your Bible next to the verse you are going to read).
3. **Practice out loud, at least three times,** until you feel comfortable with your presentation and it flows smoothly. Practicing out loud will help you stay focused and hear what you are saying.
    a. **Practice in front of a mirror** to see your facial expression and how you hold the visual or interact with your props.
4. **Consider your language**
    a. Are you using terms and phrases that kids will understand?
    b. Do you need to explain anything further?
    c. Are you respectful and professional in the way you teach your lesson to communicate the seriousness of God's Word and His message?
        i. Avoid slang.
        ii. Avoid calling your lesson a "story" if at all possible. While it does sound friendlier, children become confused at this label and think a story equates a fable. Better words could be "account", "historical event", or "lesson".

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5. **Gather and practice with all props and visuals.**
    a. Props can be simple household items that enhance the story.
        i. A baby doll for a child to hold and pretend it is baby Jesus or baby Moses
        ii. A railroad spike to show what the nails “looked” like that were used to crucify Jesus
        iii. A map, timeline, or verse visual
6. **Time yourself** to know if you need to shorten or lengthen you lesson based on your allotted time.
7. **Eye contact**
    a. Look at the children, instead of your notes or somewhere else.
8. **Keep it moving** (smooth presentation)
    a. Avoid long pauses or the need to read your notes during your lesson.
9. **Appropriate speaking volume**
    a. Project your voice and speak clearly so the children can hear you. Avoid mumbling or dropping your voice at the end of sentences. Speak so that your voice reaches the back of the room.. Use your “outside” voice if needed.
10. **Presentation style** *NOTE: Do not get caught up in your “presentation” and lose the meaning of the Bible Lesson.*
    a. Acting – Sometimes role-playing (acting out) can get lots of laughs from an audience, but if they missed the message, that is not accomplishing the goal of the Bible Lesson.
    b. Visuals (Pictures/Power Point)
    c. Flannel Graph/Felt Board
    d. Story Rotation (If you have multiple teachers, each teacher is assigned a part of the story, and the children rotate to each station to hear the next part of the story.)
11. **Use your voice, facial expressions, and body to tell the story.**
    a. Happy, sad, excited, angry, etc.
    b. Run in place, look around, pretend to open a door, etc.
    c. Dress up in costume or use a simple costume piece or prop.
        i. A big stick for David the shepherd boy
        ii. A purple piece of fabric for the “royal” robe of a king
        iii. A crown for King Solomon
        iv. A scarf as a head covering for Mary

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12. **Interactions**
    a. Call up a child to help you with a certain part of the lesson (e.g. holding a prop, being part of a skit, reading a verse).
    b. Ask questions for the kids to answer.
    c. Do an action as a group (e.g. pretend to climb a tree or row a boat, stand up and run in place very quickly like you want to see Jesus, sing a related song together).
13. **Engage the 5 senses**
    a. Seeing - Example: Show a picture illustrating the Biblical event or dress up in costume.
    b. Hearing - Example: Play a recording of animal noises for Noah's ark and let the kids guess the animal.
    c. Tasting - Example: Serve gold fish and bread for the feeding of the 5,000.
    d. Touching - Example: Let the kids feel real wool when you talk about Jesus, the Good Shepherd.
    e. Smelling – Example: Essential oils like frankincense and myrrh.
14. **Review game**
    a. Ask review questions (both content and application questions) to make sure the kids "caught what you taught". Use a fun game or incentive to encourage the kids to answer questions. *(Review games will be covered in Lesson D.)*

Worksheet

You can refer to the *Keep'in it REAL - Bible Lesson Worksheet* at the end of this lesson as a guide for writing your own Bible Lesson. Below is a sample of what an outline might look like after working through each "R-E-A-L" step.

Sample Outline

INTRODUCTION

Who is someone famous that you would like to meet? *(Let children answer)* How would you feel if that person came to your house? *(Let children answer)*

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LINK

(Using Voice) Let's learn about a visit from a very famous person in the Bible! *(Excited voice)*

STORY FACTS

1. Luke 19:1-10 begins in a town called Jericho.
2. Events = true, history
    a. **(Interaction)** *Call up a volunteer to help you hold up a map of Israel.*
    b. **(Geography Add-on)** *Point to the locations of Jericho and Israel on the map.*
3. There was a man who lived in Jericho named Zacchaeus.
    a. **(Interaction)** Let's say that name together — "Zacchaeus".
4. Zacchaeus' job was a tax collector.
5. Tax collectors collected the tax money from the people for the Roman government.
6. Most people didn't like tax collectors because the tax collectors often cheated the people.
7. One day Zacchaeus woke up.
    a. **(Interaction**) Can you stretch with me and pretend to wake up? Let's pretend to eat breakfast and now open the door to go outside.
8. Someone special was coming to Zacchaeus' town.
9. **(Using Voice)** Zacchaeus wanted to see this famous person too, but he was too short to see over the crowd.
    a. **(Using face)** Zacchaeus was very sad. *(Sad face)*
10. **(Using Voice)** He saw a tree and thought *(saying in a hopeful thinking voice)*, "If I climb this tree, I will be able to see this famous person pass by."
11. **(Interaction – Pretend)** *Have the children pretend to run and climb the tree.*
12. Do you have any guesses who this person was?
13. **(CLIMAX - Read from the Bible)** Jesus stopped under the tree, looked up in the tree, and said "Zacchaeus, hurry and come down, for I must stay at your house today." (Luke 19:5)
14. Not everyone was excited that Jesus was going to see Zacchaeus. Refer to Luke 19:7.

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APPLICATION (STAGGERED) – GOSPEL

15. **(Story Fact)** The people around Zacchaeus thought that he was worse than they were and didn't deserve to have Jesus visit him. But the people didn't realize that they were just as bad as Zacchaeus.

    a. **(LINK)** They were sinners too. So are you.

    b. **(Application)**

        i. Sin = Anything that you think, say, or do that breaks God's law.

        ii. Example = Maybe you don't fight with your brother like your friend does, but maybe you have lied or been disobedient to your parents.

        iii. **(Read from the Bible)** Romans 3:23

        iv. Punishment = Being forever separated from God; lost in sin.

        v. But Jesus came to seek and to save those who are lost.

        vi. **(Read from the Bible)** Romans 5:8

        vii. Jesus came, died on the cross, and rose again to forgive you of your sin.

        viii. You could never be good enough on your own to earn God's forgiveness.

        ix. The only way to be forgiven is to believe, or trust, that Jesus died on the cross and rose again to forgive your sins.

        x. And because of this, you can be found by Jesus and have your sin forgiven no matter who you are or what you have done.

    c. **(LINK)** Jesus loves you, just like He loved Zacchaeus even though Zacchaeus had done wrong things.

16. **(Story Fact)** But the people who heard Jesus saying He would be going to Zacchaeus' house didn't understand that.

BACK TO THE BIBLE LESSON

17. What do you think Zacchaeus and Jesus did while at Zacchaeus' house? *(Let children answer)*

    a. **(Sense – Taste)** Pass out grapes to eat.

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CONCLUSION

18. Something changed about Zacchaeus. He told Jesus he would give half of his possessions to the poor and repay 4Xs the amount he cheated anyone.

19. Concluding statement by Jesus = Luke 19:10 - “For the Son of Man came to seek and to save the lost.”

APPLICATION ~ INVITATION

20. **(Story Fact)** When people are saved by Jesus, that changes their life!

    b. **(LINK)** What about you? Have you been saved?

    c. **(Application)**

        i. If you have not believed in Jesus as your Savior, you are just like Zacchaeus.

        ii. You are lost in your sin and will suffer the punishment for your sins.

        iii. Jesus came to seek and to save the lost by dying on the cross for their sins.

        iv. **(Read from the Bible)** John 3:16

        v. World = YOU!

        vi. His one and only Son = Jesus.

        vii. Believe in Jesus = If you tell God that you know you have sinned and believe that Jesus is the only one who could pay the punishment for your sin, you will not perish (be separated from God) but have eternal life!

        viii. If you are believing in Jesus for the first time as your only Savior from sin, could you show me by raising your hand?

        ix. I will be in the back of the room and you can come and talk with me about your decision to believe in Jesus or if you have questions about it.

REVIEW QUESTIONS *(Piece of candy will be given to each child that correctly answers the review question)*

Story Fact - Review Questions:

- Who did Zacchaeus want to see?
- How did Zacchaeus demonstrate that he was different after meeting Jesus?

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Application – Review Questions:

- Why would Jesus want to talk with Zacchaeus?
- How can you be like Zacchaeus and make things right with people you have wronged?

Demonstration Script

INTRODUCTION

Who is someone famous that you would like to meet? *(Let children answer)* How would you feel if that person came to your house? *(Let children answer)*

LINK

(Using Voice) Let's learn about a visit from a very famous person in the Bible! *(Excited voice)*

BODY - STORY FACTS

Today's lesson from the Bible can be found in Luke 19:1-10 and begins in a town called Jericho. Remember, all the events that happened in today's lesson are real and happened to real people—this is history! **(Interaction -** *Call up a volunteer to help you hold up a map of Israel.)* **(Geography Add-on)** Since the Bible records real places, you can find the location of today's lesson on a map. Jericho is in the country of Israel. Israel is where Jesus lived when He was on earth. *(Point to the locations on the map)* There was a man who lived in Jericho named Zacchaeus. **(Interaction)** Let's say that name together — "Zacchaeus". Maybe you have heard your parents talk about paying taxes. Well, Zacchaeus' job was to collect the tax money from the people for the Roman government. Just like your parents may not like taxes, most of the people did not like tax collectors because the tax collectors often cheated the people. One day Zacchaeus woke up. **(Interaction**) Can you stretch with me and pretend to wake up? Let's pretend to eat breakfast. Now open the door to go outside.

While this day seemed like any other day, it was not. Someone special was coming to Zacchaeus' town. **(Using Voice)** There was a HUGE *(loud voice and wave arms)* crowd wanting to see this special person. Zacchaeus wanted to see this famous person too, but he had a problem. He was too short to see over the crowd. **(Using face)** Zacchaeus was very sad…What was he going to do? *(Sad face)* **(Using Voice)** Then Zacchaeus got an idea! He saw a tree and thought *(saying in a hopeful thinking voice)*, "If I climb this tree, then I will be able

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to see this famous person pass by." **(Interaction – Pretend)** Zacchaeus ran and climbed the tree. Let's do that together. *(Have the children pretend to run and climb the tree)* Well, that important person was getting closer to Zacchaeus. **(Using voice)** He might have said to himself, *(excited voice)* "There he is! I can see Him!" Then all of a sudden, the man stopped right underneath the tree where Zacchaeus was. Do you have any guesses who this person was? *(Jesus!)*

CLIMAX

Jesus looked up in the tree and spoke directly to Zacchaeus. **(Read from the Bible)** Here's what Jesus said to Zacchaeus from Luke 19:5, "Zacchaeus, hurry and come down, for I must stay at your house today." How would you feel if Jesus said He was going to your house? *(Let children answer).* While Zacchaeus was excited that Jesus was going to his home, not everyone was excited. Some of the people standing around grumbled and said, "He has gone to be the guest of a man who is a sinner."

APPLICATION (STAGGERED) ~ GOSPEL

(Story Fact) The people around Zacchaeus thought he was worse than they were and didn't deserve to have Jesus visit him. The people didn't realize they were just as bad as Zacchaeus.

(LINK) They were sinners too. So are you.

(Application) Sin is anything that you think, say, or do that breaks God's law. Even though you might not fight with your brother like your friend does, you have still sinned. Maybe you have lied or been disobedient to your parents. It doesn't matter what kind of sin you do, all have sinned. **(Read from the Bible)** It says in Romans 3:23, *"For all have sinned and fallen short of the glory of God."* The punishment for sin is being forever separated from God; you could say that you are lost in your sin. This is something you deserve because of your sin. However, the Bible tells us some good news. It says Jesus came to seek and to save those who are lost. **(Read from the Bible)** Romans 5:8 says, *"But God shows his love for us in that while we were still sinners, Christ died for us."* Jesus came, died on the cross, and rose again to forgive you of your sins; this is how He saved you from the punishment of your sin. You could never be good enough on your own to earn God's forgiveness. The only way to be forgiven is to believe, or trust, in what Jesus did to forgive your sin when He died on the cross and rose again. Because of this you can have your sin forgiven, no matter who you are or what you have done.

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(LINK) Jesus loves you just like He loved Zacchaeus even though Zacchaeus had done wrong things.

(Story Fact) But the people that heard Jesus saying He would be going to Zacchaeus' house didn't understand that.

BACK TO THE BIBLE LESSON

What do you think that Zacchaeus and Jesus did while at Zacchaeus' house? *(Let children answer)* The Bible doesn't tell us everything that went on, but maybe Zacchaeus served him something to eat. **(Sense – Taste)** Here are some grapes that you can enjoy while we finish our Bible lesson.

CONCLUSION

When Jesus visited and talked with Zacchaeus, something changed about Zacchaeus. He told Jesus he would give half of his possessions to the poor, and if he had cheated anyone, he would pay that person back four times the amount. After Zacchaeus said this, Jesus acknowledged that He was pleased with Zacchaeus' decision to do what is right, and He concluded His time with Zacchaeus by saying, "For the Son of Man came to seek and to save the lost."

APPLICATION – INVITATION

(Story Fact) When people are saved by Jesus that changes their life!

(LINK) What about you? Have you been saved?

(Application) If you have not believed in Jesus as your Savior, you are just like Zacchaeus. You are lost in your sins and will suffer the punishment for your sin. But remember, Jesus came to seek and to save the lost by dying on the cross for their sins. **(Read from the Bible)** John 3:16 says*, "For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life."* When it says that God so loved the world that means YOU! His one and only Son is Jesus. And this verse says if you believe in Jesus, (tell God that you know you have sinned and believe Jesus is the only one who could pay the punishment for your sin), then you will not perish but have eternal life! You will not be separated from God anymore but will have a friendship with Him and will one day live forever with God in heaven. If

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you have never believed in Jesus before, you can today. Let's all close our eyes for a moment. If you are believing in Jesus for the first time as your only Savior from sin, could you show me by raising your hand? Thank you. You can put your hands down and now I will pray. If you raised your hand or even if you didn't, I will be in the back of the room, and you can come talk with me about your decision to believe in Jesus or if you have questions about it.

NOTE: *While this lesson was specifically on how to teach a Bible lesson, the same format could be used to tell any sort of lesson whether it is an object lesson, science experiment, historical event, or hero by faith (missionary).*

Resources for Further Study on this Topic

- Book - The Archaeology Book by David Down
- Website – Biblical Archeology Society - www.biblicalarchaeology.org
- Collection of Charts - Rose Book of Charts, Maps & Time Lines - Volumes 1, 2, and 3
- Fold out Timeline - Big Book of History from Answers in Genesis
- Timeline Poster - Bible Timeline Chart with World History – www.amazingbibletimeline.com
- Article – What's Wrong with the Word Story? by Bodie Hodge on August 20, 2019 posted on Answers in Genesis - www.answersingenesis.org/is-the-bible-true/whats-wrong-with-story
- Apologetics Ministry – Cold Case Christianity (J. Warner Wallace) – www.coldcasechristianity.com
- Hermeneutics Lessons and Proper Biblical Interpretation – "Hernan Who?" from Wretched – www.store.wretched.org/product/herman-who/herman-who
- How Should We Interpret the Bible, Part 1: Principles for Understanding God's Word by Tim Chaffey – www.answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/
- 3 Questions "Hermenutics" Song for kids - https://youtu.be/Vocgu8xJwhs

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Keepin' It Real – Bible Lessons Worksheet

(Use this template to write your Bible Lesson outline. You can download a blank worksheet at www.networkerstec.com/Equip-Curriculum.html. Limited space is provided below for each step; you may want to answer these questions or fill out this worksheet on another piece of paper. The evaluation form for a Bible Lesson presentation is after the Worksheet sample.)

Pray and Ask God to…

1. Open your eyes that you may see wonderful things in His Word (Psalm 119:18).
2. Give you the Spirit of wisdom and revelation so that you may know Him better (Ephesians 1:17).
3. Show you what He wants you to communicate to the children time (Ephesians 6:19).
4. Prepare the hearts of your students to receive His Word (Mark 4:3-20).

Research (Plan)

1. **Read the Bible passage (multiple times if able)**
2. **Answer these basic questions after reading the Bible passage**
    a. Who are the main characters? Which character are you going to focus on in your lesson?

    b. Where does this event take place?

    c. What does this passage tell us about God?

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d. What was God's message to the original audience?

3. **Write your own questions about your Bible passage.** *(Write down at least 2 questions NOT listed above and then answer them).*

4. Use the 6 Cs *(context, commentaries, cross references, concordance, culture, and coordinates (maps))* to help you understand the passage better. Write down additional notes that will help you with your lesson.
    - www.blueletterbible.com
    - www.biblehub.com

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Easy to Follow Explanation

Bible Passage Title and Address: _____

Presentation Style: _____

The main point to communicate: _____

_____

Introduction (Optional: You could write your introduction after you have finished writing your Bible lesson to gain a better idea about the most appropriate kind of introduction.)

_____

_____

_____

_____

Link _____

_____

Body *(Write out 8-20 story facts from the passage in chronological order.)*

1. _____
2. _____

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3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

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Application(s)

_____

_____

_____

_____

Conclusion

_____

_____

_____

_____

After you write out your story facts, indicate the location of the following items in your outline.

- ☐ The climax (Write the word “CLIMAX”)
- ☐ Scripture reading
- ☐ Where you will execute the following:
  - Use your voice to tell the story
  - Interaction
  - Engage the senses
  - Use a prop or a visual
  -

Add-ins: *(Mark any that you are going to include, and indicate its location in the outline)*

- ☐ Archeology
- ☐ Apologetics
- ☐ History

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- ☐ Geography
- ☐ Science
- ☐ Other: _____

Application

1. What type(s) of application are you going to include? *(Choose 1 or 2)*
   - ☐ Unsaved (Gospel message) and invitation to receive Christ
   - ☐ Emphasis on God
   - ☐ Saved Child
   - ☐ Current Events/Worldview
   - ☐ Personal Testimony

2. Where are you going to include the application(s)? *(Indicate that in your outline above.)*

3. What are you going to say for your application(s)? *You can jot down some notes for your application in the space provided in the "Easy to Follow Explanation" outline.*

   Your application(s) usually includes each of the following:
   - ☐ Description of how it relates to the Bible story
   - ☐ Explanation of your application to the child's life
   - ☐ Bible verse for Scriptural authority
   - ☐ One practical example/application step that you want the child to do or take away from the application.

Lively

Check List -- Did you….

Plan

- ☐ Use your voice to tell the story (at least once)
- ☐ Include interactions (at least once)
- ☐ Engage the senses (at least once)
- ☐ Read from the Bible (at least once)

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Prepare

- ☐ Mark the verses that will be read with tabs.
- ☐ Write out your outline or notes on sticky-notes to put in your Bible.
- ☐ Practice out loud at least 3 times.
- ☐ Use appropriate language in your lesson.
- ☐ Gather all props ahead of time so that you can practice with them.
- ☐ Time yourself.
- ☐ Maintain “eye contact” versus looking at your notes or the ground.
- ☐ Keep your presentation moving (smooth presentation).
- ☐ Maintain an appropriate speaking volume.
- ☐ Review Game Instructions, game pieces if needed, and at least 4 questions (optional – use the space below to jot down notes for the review game)

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Keepin' It REAL – Bible Lesson Evaluation

Student's Name: _____Time of Presentation (Goal 15-20 mins): _____

- ☐ Introduction

- ☐ Bible story facts adequately communicated (Circle one)
  Poor Fair Good Excellent

- ☐ Application(s) adequately taught (*Related to the Bible story, related to the child's life, Bible verse for Scriptural authority, and one practical example/application step.)* (Circle one)
  Poor Fair Good Excellent

- ☐ Used voice to tell the story (at least once)

- ☐ Included interactions (at least once)

- ☐ Engaged the senses (at least once)

- ☐ Read from the Bible (at least once)

- ☐ Prepared with props, visuals, or had Bible marked.

- ☐ Maintained "eye contact" versus looking at your notes or at the ground.

- ☐ Kept the presentation moving (Smooth presentation)

- ☐ Maintain an appropriate speaking volume

- ☐ Review Game (Optional)

Smoothness 1 2 3 4 5 (1 = poor and 5 = excellent)

Enthusiasm 1 2 3 4 5

Interaction with "child" 1 2 3 4 5

Thoroughness/Clarity 1 2 3 4 5

Grade from the Evaluator (Circle one): Redo Poor Fair Good Excellent

Comments:

Download the template for this evaluation page at
www.networkerstec.com/Equip-Curriculum.html

Lesson C – Memory Verses and Music

Picking Your Material

1. Memory Verse Ideas
    a. Relates to your theme
    b. Memorize a passage of Scripture and learn a new verse each week.
    c. Gospel centered
    d. Large quantities of Scripture
    e. Relates to the life of a child
2. Music Ideas
    a. Specific purpose
        i. Relates to your theme
        ii. Set the memory verse to music
        iii. Theologically accurate lyrics
        iv. Relates to the schedule. For example, you may want a "quieter" or pensive song to be sung before the Bible lesson to prepare the children to hear God's Word and a more active song to be done afterwards to get them up and moving.
    b. Easy to sing
    c. Pick age appropriate songs.
    d. Consider the best type accompaniment
        i. Singing with live instruments.
        ii. Pre-recorded music (CDs, MP3 files, YouTube, etc.)
        iii. Singing acapella

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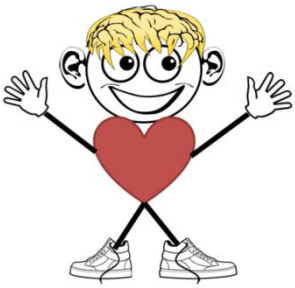
Meet Hermen and Humin



Hermen got his name from the art and science of interpreting Scripture called hermeneutics.

Hermeneutics = to explain or interpret.

Exegesis = the "explanation of a text based on a careful, objective analysis… That means that the interpreter is led to his conclusions by following the text."[2]

Following are some key points to doing proper hermeneutics:[14] **See more in the resource section**

1. Observation – What does it say?
    a. Ask "who, what, when, where, why, and how" questions.
    b. Note certain grammatical usages, tones, or words used.
    c. Study it in the context of the passage, chapter, book, and whole Bible.
    d. Consider the historical setting.
2. Interpretation - What did the text say to the original audience?
    a. Consider the literary style (poetry, history, narrative, instructive, etc.).
    b. Read the text in a normal reading, as the author/genre intended (don't hyper-spiritualize it).
    c. The Scripture will never mean something to us today that is different from what it meant to the original audience.
3. Principalization - What is the principle for all time?
    a. Let Scripture interpret Scripture.
    b. Consider the church's historical view/precedent.
    c. What does it mean?
4. Application - How do I apply this text?
    a. What is God saying to me and to the child?

[11] https://answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/
[12] https://www.gotquestions.org/exegesis-eisegesis.html
[13] Ibid.
[14] https://answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/ and https://youtu.be/-Wvt8LTAdaw

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Teaching the Material Using Hermen/Humin

1. Eyes – _____
    a. Brief intro that catches the child's attention AND relates to the topic of the Bible verse or song.
        i. Ask an open ended question for the children to answer.
        ii. Do a short object lesson/activity.
        iii. Show a picture/prop.
        iv. Tell a brief story that illustrates a related point.
        v. Act it out or show a short video clip.

2. Ear – _____
    a. Pre-mark and read the Bible verse from your Bible or sing/play the song for the children.
    b. If you are using pre-recorded music, make sure that you have the track cued up and ready to go. Test your equipment ahead of time to make sure that everything is working. Write down the track numbers, if you are playing multiple tracks.
    c. Have the Bible verse or words to the song displayed in some way so the children can follow along.
        i. PowerPoint
        ii. Handmade visual – Big and clear (do not use cursive)
        iii. Use a combination of pictures and words.
        iv. If the children are too young to read, you could use pictures or teach the Bible verse or song to them verbally instead.
        v. Demonstrate hand motions.
        vi. Have the kids look up the Bible verse in their Bible.
        vii. Choose a student to read the verse.

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1. It would be most helpful if the verse being read aloud is from the same translation as the poster.[15]
2. If YOU are reading the verse out of your Bible but you do not have the same version as the printed verse poster you could write the verse on a sticky-note so that it appears like you are reading it directly from the Bible.

d. Read the address of the verse at the beginning and at the end every time.
e. Present the Bible as the true, Word of God. If appropriate you could include a fact or two for how we know that the Bible is God's Word. You could include facts learned in Lesson 1 – The Bible is Authoritative; see that lesson for additional resources on this topic.

3. Brain – _____

a. Explain or define words, phrases, or concepts that would be hard for a child to understand.
b. Use practical examples.
c. Summarize the meaning of the Scripture (according to proper hermeneutics) or the song in a few sentences to recap.
d. If needed explain the Bible verse address.
    i. "The address is where the verse lives in the Bible. If we wanted to find where you live, you would tell us your address. In the same way, each Bible verse has an address in the Bible so that we can easily find it. The book of the Bible is kind of like the street name, the chapter is like the city, and the verse is like the state."
    ii. The terms "address" and "reference" mean the same thing.
    iii. Tell the author of the book and which testament the book is found in.
    iv. How to find the book in the Bible using the Table of Contents and corresponding page numbers.

[15] If children ask questions about Bible translations you could use the following articles to help address this question: https://www.gqkidz.org/Bible-translations.html and https://www.gotquestions.org/Bible-translations.html

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v. How to find a chapter in the Bible (big numbers within the book).
vi. How to find a verse within a chapter (little number within the big numbers).

e. Explain the context of the verse within the whole of Scripture.
f. Talk about the time period/context/culture surrounding the verse.
g. Tell the history of the song (why this song was written) or the history of the author. **See Resource Section**

4. Heart – _____

a. Apply the Bible verse or song to the unsaved child, with the purpose of presenting the opportunity to believe in Jesus as the Savior.
    1. Relate the teaching back to the Gospel or a key point of the Gospel to transition into a short Gospel reminder.
        a. This teaching is usually very short as the Gospel will be explained in length at another part of the class time.
        b. End by saying that child can believe in Jesus right now, go to a counseling area to learn more, talk with a teacher after class or anytime, or listen to the Bible lesson (or whatever part of class that will feature the Gospel) in order to learn more.

b. Apply the Bible verse or song to the saved child.
    1. A saved child application provides concrete teaching, examples, and action step(s) to a child that has already believed in Jesus as their Savior to help them grow in their faith. Examples include: confession of sin, obedience, praising God, rewards for good work, Christian suffering, putting off the old self, God's friendship, resisting temptation, etc.

c. Give a practical example that the child can relate to and that is directly related to the main teaching of the verse/song.

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i. You could tie the application into the theme of the day, Bible lesson, or curriculum.

d. Challenge kids with one application step based on the Bible verse or song. Follow up with the kids at the next class time to see how the challenge went.

5. Arms/Legs – _____

a. Repeat a Bible verse 6-8 times with a fun activity. For memory verse games suggestions, see the section of these notes titled “Memory Verse Games”.
b. Repeat a new song a couple times to gain familiarity.
c. Give key actions to the Bible verse or the song.
d. Draw a picture to remember the theme of the Bible verse or song.

6. Smile – _____ (and the Joy of the Lord – Psalm 16:11)

a. Write out the Bible verse or song lyrics on a piece of paper for the kids to take home. If a song has a link on YouTube, you could provide that information for the kids to listen at home with their parents and practice singing it. On the verse, you could include a short activity like drawing a picture, doing a word scramble, or something else related to the verse.
b. Recite the Bible verse or sing the song together as a class the next week.
    i. You could review the same material every week for a month, and then periodically review the material to bring it back to their remembrance.
    ii. Encourage the children to not just put the verses in their short term memory, long enough to get a prize, but to put the verses in their long term memory.

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c. Ask a couple review questions about the explanation and application. You could give a piece of candy for each correct answer.
d. Keep a memory verse chart in your class so that each time the children come to class and say the new memory verse to their teacher, they receive a sticker on their chart. They can receive a larger prize once a certain goal is reached.
    i. You could also give tickets for verses recited and the children can go "shopping" for prizes during your class time.
e. Have a high standard for Scripture recitation. Children ought to be able to say their memory verse with little to no help from their teacher, and they ought to be able to say it almost, if not, word perfect.
f. Learn a new part of the Bible passage or song each week. Each time a new part is introduced use Hermen or Humin to teach it.
g. Encourage the kids to have the right heart attitude about these activities; pray with the kids that God would work in their heart if they see it as a chore instead of a delight.

Example of Using Hermen

(The total memory verse teaching time should be 8-10 minutes. Only Hermen is demonstrated here, but teaching a song with Humin would be very similar.)

Eyes/Introduction - Have you ever been lost before? If so, who came and looked for you? *(Let "children" respond.)*

Ears/Presentation – In today's memory verse we will read about someone who came and looked for us. Today's verse comes from Luke 19:10. *(Display the poster of the verse that you made ahead of time. Poster should be large enough so the words are clearly seen by your group. Print clearly.)* Is the book of Luke in the Old Testament or the New? *(New)* Luke writes about the time when Jesus was on earth. And he tells us something that Jesus said. Follow along on the poster as I read the verse out of the Bible. Luke 19:10, "For the Son of Man came to seek and to save the lost." Luke 19:10

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Now, let's read it together - Luke 19:10, "For the Son of Man came to seek and to save the lost." Luke 19:10

Brain/Explanation – Do you know who the Son of Man is? *(Jesus)* He came to seek, which means to look for, and to save the lost. Who are the lost? *(You and me)* Now this is not talking about getting lost like getting separated from your parents in the grocery store. This is talking about being separated, or lost, from God because of your sins. Do you know what sin is? *(Anything that you think, say, or do that breaks God's laws)*. The punishment for sin is to be forever separated from God. That is what it means to be lost. But the good news is Jesus came to seek and to save you! Jesus came to die on the cross to take the punishment for your sins. Instead of you taking the punishment for your own sins, Jesus took it for you. He saved you from sin's punishment when He died and came alive again. That is good news!

Heart/Application – Because of what Jesus did, you can have your sins forgiven, but you have to believe or trust personally in what Jesus did to forgive you. You can do that by telling God that you know you have sinned and are sorry you believe that Jesus died on the cross and rose again to forgive you of your sin, and that you are trusting in what Jesus did to forgive you. You can do that now, or you can talk with a teacher later to learn more.

Let's say the verse one more time before playing a game: Luke 19:10, "For the Son of Man came to seek and to save the lost." Luke 19:10

Arms/Legs/Repetition – Let's review this verse by playing a game. I need a volunteer that would like to pretend to be the volume controller. When that person raises their hand up high, like next to their head, then you will shout (not yell or scream) the verse. But if they put their hand next to their shoes then you will whisper the verse. Who would like to be our first volume controller? *(Play the game 2-3 times for an example though they will want to repeat it more time in a real class).*

Smile/Recitation – Next week, this verse will be like a secret to enter the classroom. You will want to make sure and memorize the verse so that you can say it without looking!

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(<u>OPTIONAL HOMEWORK:</u> You can download a blank worksheet at www.networkerstec.com/Equip-Curriculum.html to write your own script/outline for a verse or song using Herman/Hummin.)

Meditation

Top 10 keys for Meditating on Scripture

11. Memorize it.
    i. Before you can think about something, you have to have it in your mind in the first place.
12. Write it and put it somewhere it can be seen often.
13. Repeat it aloud at least once a day.
    i. Emphasize different words each time you say the verse.
14. Set an alarm or get in the habit of saying it at a certain time of day (like before you eat).
15. Intentionally think about it before you go to bed.
16. Pray the verse.
    i. Is this a verse about repentance?
    ii. Is this a verse about praising God?
    iii. Is this a verse that you could make a request to God for yourself?
    iv. Is there something in this verse that you could pray for someone else?
    v. Does this verse have a command in it that you need God's strength to help you follow?
    vi. Does this verse have a promise in it for you to claim? Is it conditional?
17. Ask discovery questions about the verse and let God teach you, or research the answers.
    i. What characteristic of God is revealed in this verse?
    ii. What characteristic of man is revealed?
    iii. What does God mean when He says _____?
    iv. How does this apply to my life?
    v. Use a Bible commentary to help you answer your discovery questions (www.blueletterbible.com or www.biblehub.com).

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18. Look up key words from the verse in a Bible dictionary or concordance.
    i. www.blueletterbible.com or www.biblehub.com
    ii. Consider the key words; you could circle them to focus on them.
19. Write down what God teaches you about the verse.
    i. Start a notebook and write the verse you are meditating on at the top of the page. Each verse should have its own page. Then write down any insights that God gives you about that verse on that page.
    ii. Pray the insights you learned for yourself.
20. Share your insights with someone else.
    i. Write the verse and decorate it to give someone.
    ii. Pray about whom God might want you to share with and what to tell them.
    iii. Pray the insights you learned with someone else or on their behalf.

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Resources for Further Study on this Topic

- Scripture Memory Keys (Video of tips + extra resources) – www.networkerstec.com/scripture-memory.html
- Bible Memory and Study Competition – www.biblebee.org
- Scripture Memory Ministry + Camp – www.scripturememory.com + www.scripturememory.com/about-smf/camps
- Scripture Teaching Videos for Kids - www.inthegapkids.org/memory-master-2
- Bible Verse Songs for Kids (Contemporary Music) - www.seedsfamilyworship.com
- Hermeneutics Lessons and Proper Biblical Interpretation – www.store.wretched.org/product/herman-who/herman-who
    - View Clip: https://youtu.be/-Wvt8LTAdaw - Four steps of interpreting Scripture – Uploaded by Wretched
- How Should We Interpret the Bible, Part 1: Principles for Understanding God's Word by Tim Chaffey – www.answersingenesis.org/hermeneutics/how-we-interpret-the-bible-principles-for-understanding/
- Unlocking the Truth of Scripture by Brian H. Edwards - www.answersingenesis.org/hermeneutics/unlocking-the-truth-of-scripture
- 3 Questions - "Hermeneutics" Song for kids - https://youtu.be/Vocgu8xJwhs
- Hymn History Websites - www.hymntime.com/tch and www.hymnary.org/hymnal/CYBER
- Book – Then Sings my Soul: 300 of the World's Greatest Hymn Stories by Robert J. Morgan
- Book – Amazing Grace: 366 Inspiring Hymn Stories for Daily Devotions by Kenneth W. Osbeck
- Book – Hymns for a Kid's Heart by Bobbie Wolgemuth and Joni Eareckson Tada
- Book – Great Hymns of our Faith Series by Joni Eareckson Tada, John MacArthur, and Robert and Bobbie Wolgemuth
- Quality Children Songs from Child Evangelism Fellowship – www.cefpress.com/music + https://www.youtube.com/c/UNiteKids

DVD - Studying the Bible in it's Ordinal Language for Increased Meditation - www.store.wretched.org/product/its-not-greek-to-me/its-not-greek-to-me

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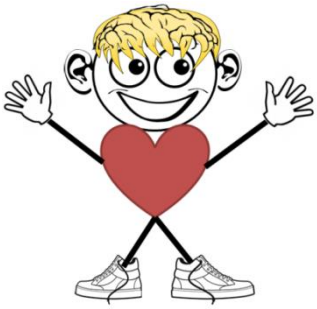
(NOTE to Evaluator: Mark the box if the student adequately covers that point. Write down points of improvement or praise in the blank space below each step.

Herman/Hummin' Evaluation

Student's Name: _____Time of Practicum (Goal 8-10 mins): _____

☐ **Eyes/Introduction – Engaging introduction**



☐ **Ears/Presentation – Prepared for presenting the verse/song**

☐ **Brain/Explanation – Thoroughly and appropriately explained the verse/song**

☐ **Heart/Application – Appropriately applied the material to the saved or unsaved**

☐ **Hands and Feet/Repetition – Had a fun repetition activity**

☐ **Mouth/Recitation – Had a plan for recitation for the next class time**

Smoothness	1	2	3	4	5	(1 = poor and 5 = excellent)
Enthusiasm	1	2	3	4	5	
Interaction with "child"	1	2	3	4	5	
Thoroughness/Clarity	1	2	3	4	5	

Grade from the Evaluator (Circle one): Redo Poor Fair Good Excellent

Comments:

Evaluator's Name:

_____

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Memory Verse Games

Bounce the Ball - Have one student bounce a ball while saying the memory verse. If the ball rolls away, have the student pick up where he or she left off. Students can also compete against each other to see who can say the verse the fastest, without letting the ball roll away or messing up. If a student cannot remember the next part of the verse, the ball is passed to the next person. Instead of bouncing the ball on the floor, it can also be bounced between one's hands, tossed between two students, or within a group. If you choose to toss the ball between the group, you can either have the whole group say the verse while passing the ball to the next person or throwing it to a random person, or each time the ball comes to a person, he or she says the next word in the verse. If the ball is thrown or rolls outside the group, have the students restart the verse to avoid them wildly throwing the ball around.

Word Scramble - Write the different parts of the verse on slips of paper or print it off the computer and cut into pieces. Then have the students arrange the verse in the correct order as one large group, in teams, or individually. If you have multiple teams doing this at once, see who can do it the fastest. You can have different verses available so when one group gets done, they can move on to a new verse. Once completed and taped together, these verse scrambles could also serve as decorations in the classroom to remind the students of the verse.

Picture This! - Have the students write the verse on the top of a piece of paper (or have it written for them). Then have them draw a picture on the bottom of the paper to illustrate the meaning of the verse. Or have the students write the verse on their paper with enough space to add a small illustration above the words that helps them remember key words that you are teaching in the verse. For example, in John 3:16 a student might draw a heart above the word "LOVED" and a lot of stick people to remind him of the word "WORLD", since God loved the people of the world. The purpose of this project is not necessarily to be artistic. It is to create personal pictures that will help each child remember the verse.

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Action! - Create actions for the key words that help the children remember the meaning of the verse.

Alphabet Actions - Have a child choose a word from the verse and identify the first letter of that word. Whenever that first letter appears at the beginning of any of the words in the verse, the children are to do a specific movement. This movement could be clapping, stomping, jumping, hopping, spinning, etc. As the verse is repeated, new first letters are chosen and different actions are added to the verse. By the end of the verse review, you may be spinning on F, jumping on G, and clapping on T. You could make it unique by letting a child whose first or last name begins with the special letter, pick the movement for that letter.

Promptorizing - Propmtorizing describes the memory technique of taking the first letter from each word to learn the verse. For example, John 3:16, "For God so loved the world…" would look like this: F G S L T W. You can write this out for the children and have them say the verse together while you point to each letter. It might be easier to memorize the verse if you write out all the words to begin with and then each time you say the verse erase one of the words and replace it with its beginning letter until it is all promptorized. This is a link to promptorize a long verse or passage http://www.productivity501.com/how-to-memorize-verbatim-text/294/.

Erase a Word - Write out the verse and then each time have a child come up and erase a word or words until the whole verse is gone and can be said from memory. Or you can cover up the word(s) with a sticky-note, and the children can move it around to different places each time. To make it more challenging, you can cut out a large circle out of black paper that would cover up quite a few words or lines of the verse. Then let the children put it on the verse with sticky-tack to see how many words they can cover up.

Thus Saith the Lord - Each time the children say the verse have them shout, "Thus Saith the Lord!" to teach them that the Bible is God's Word.

Quizzing - Once the memory verse has been learned, ask questions based on the memory verse. When a child gets the answer right, they can get points for their team or

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a piece of candy. Here are some sample questions that you can pattern any memory verse question after. *According to John 3:16,*

- *WHO so loved the world? God*
- *WHAT did God so love? The world.*
- *WHAT did God give so that we would not perish? His only son.*
- *HOW do we have eternal life? If you believe in his only son.*
- *WHO can have eternal life? Whoever believes in his only son.*
- *If you believe in God's only son, you will not? Perish*

All the answers for these questions are straight out of the verse, so if the children have memorized the verse, they will be able to answer the questions.

Musical Verse (This game is like "Four Corners") **-** Write (or print) different sections of the verse on different pieces of paper and hang them around the room. Then have the children march around the room while music plays in the background. If you have a musical version of the verse, that's even better as the children can learn to sing the verse with actions that you/they create. When the music is paused, the children stop at the paper closest to them. Then the children go around the room repeating the section of the verse that is at their station. To make it a challenge you can close your eyes when the music plays and when the music is stops and the children are in their section, point to one of the sections and those children, after saying their section of the verse, will sit out for the rest of the game. The last child left or last few are the winners. Or you could have the children sit out for one round before jumping back into the game.

Volume Control - Have someone choose whether to start saying the verse in a loud, medium, or soft voice. The volunteer will hold his or her hand high for loud, in the middle for medium, and low for soft. The other children will say the verse at different volumes as the volunteer slowly moves his or her hands to the different positions.

Guess the Word - Have one child stand with his back to the group so that he cannot see the verse. Have another volunteer come and point to a word. Tell the other children that the word chosen will not be said when they repeat the verse together but will be clapped. After the recitation, the child who is standing with his back to the group is

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shown the verse and will have to guess what word was clapped. To increase the challenge, you can tell the person guessing he cannot look at the verse to guess the word, or you could have the children clap a few words. It is also fun to have the teacher participate at the very end. Pick a teacher that knows the whole verse to stand with his back to the group. Then instruct the children to clap the whole verse. The teacher then has to say the verse without looking.

Voices - Teacher says: "Let's repeat the verse in the _____ voice."

- *Animal voices:* Pick an animal and have the students pretend to put on different features of the animal. For example, if you picked a dog, say "Everyone put on your puppy dog tail, ears, fur, spots, etc." Then say, "At the end of the verse you will bark three times." You could bring stuffed animals and let the children pick which animal they want to pretend. They can also choose what sort of pretend features their animal is going to have. The end activity (after saying the verse) can be anything that has to do with the animal. For the dog example, it could be "panting until I hold my hand up", "running in place like a dog until I say stop," or "eating three dog treats."
- *Occupation voice:* Ask the children what job they want to do when they grow up. You could do a 'doctor voice' and pretend to put on a doctors coat and after the verse pretend to bandage up an arm. Or you could put on a western outfit and at the end of the verse say, "Yeeeh-haw!" or do any sort of western action---ride a horse, rope a steer, etc.
- *The freezing voice:* For this voice you say, "Everyone turn the thermometer WAY DOWN. Now it is really cold in here and we have to talk like we are REALLY COLD! When we get done with the verse, I am going to say FREEZE and you can't move until I tell you." This works great at the end of club or any time you need them to sit still for a moment such as in between teachers, going to small group time, waiting to line up, etc.
- *The Robot voice:* This is a good voice when you need the children to sit still. Say, "Everyone is going to be a robot. First you are unplugged so everyone put your head down. When I plug you in, you can sit up and we will do the verse. But

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when I unplug you at the end, you have to put your head back down. You cannot look up until I tell you." *Plug in* *They can say 'beep, beep' and wave their arms like a robot for a few seconds if they want at the beginning and end of the verse.

Odds and Ends –

- Have the children say the verse while giving a partner high-fives or any other rhythm pattern.
- When you point to a word on the verse, have the children shout, whisper, make a certain face (happy, sad, etc), or do a certain action (stomp, clap, jump, etc).
- Each time you say the verse, have the child shout a word. Start with the first word and move through the verse in order. This will help the children think about the meaning of each word of the verse. For example:
  - JOHN 3:16-*For God so loved the world.*
  - *John 3:16*- FOR *God so loved the world.*
  - *John 3:16-For* GOD *so loved the world.*

Musical Chairs - If you have a musical version of the verse you could play musical chairs. Set the chairs in a circle (the amount students minus one). When the music stops all the children try and find a seat, but the one that is left out has to tell you the next part of the verse where the verse song stopped. If the child can remember the next few words, he can stay in the game but if not, then he is out. You may want a teacher dedicated to following along with the song to know where the music stopped to help the child determine what part of the verse needs to be said next. This could also work for learning the words to a new song.

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Lesson D – Games
(Lesson Review, Outside, and Inside)

General Game Advice

1. Prepare all your material ahead of time and be familiar with the game instructions and how to explain them to the children.
2. Explain directions clearly. Don't make the steps too complicated.
3. Demonstrate if needed.
4. Let the children walk through the game before starting the competition.
5. Discipline - If children are not following the rules, showing self-control, or showing good sportsmanship, they will need to be removed from the game or you may need to end game time.
6. Consider games that involve all the children.
7. Think about possible injuries and adjust accordingly, or choose a different game.
8. Have an instant icepack and first-aid kit on hand.
9. Leaders should participate in the game rather than standing off to the side. Never leave the game area! The best way to participate is to play the game, but if that is not feasible, leaders can be actively involved in the game by cheering on the kids, addressing potential or actual injuries, reminding the children to be quiet in order to listen to instructions, and helping the children understand and play by the rules.
10. Leaders, especially teenage leaders/helpers, may need to be reminded to let the children "win" the game and not be overly competitive, rough, or "the best".
11. Games should take a relatively small portion of your class time.
12. If your games have a spiritual message or teaching point, that's even better!

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13. Game time can be used as an intentional opportunity to build relationships with the kids, as their leaders, through encouragement and team comradery, and to encourage the kids to build relationships with each other through interaction and good sportsmanship.

14. Questions asked during lesson review games should review the content of the lesson, as well as provide introspective thought for application. Avoid YES or NO questions.

15. The teacher that teaches the lesson should write the questions and answers ahead of time for lesson review games. If another teacher is reading the questions, he needs to pay attention during the lesson to make sure the answer to the question was actually taught in the lesson so the child can respond accordingly. Otherwise, he may need to modify or omit the question based on the content of the lesson.

16. Accept/modify the child's answer, if at all possible, to encourage participation and to encourage the child.

Lesson Review Games

Most of these games are designed to be played in two teams, but you can adjust them to your group. You can assign any point value to the game. Children often like big numbers like 100-1000.

Self-Control Rule — Tell the children what self-control means: "Rejecting my wrong desires and doing what is right". Explain that we want everyone to have fun, and we do that by letting others talk when it is their turn, raising our hand and waiting to be called on, and sitting still (along with any other rules you might have). Tell the children that if they do not follow the Self-Control Rule, their team will get points taken off, but if they follow the rule they may be awarded self-control bonus points. These points can be added to their team score anytime to award good behavior. Make sure you only call on kids that following the rules and demonstrate good behavior, instead of the ones that jump up and shout out their answers.

Ka-Boom! — Write different point values on slips of paper. On two slips write the word "KA-BOOM!" When a child has the correct answer, he can draw points as many times as he would like, but if he draws the KA-BOOM! he loses all his points from that round.

Baskets and Buckets — When a child answers the question correctly, they get 100 points for their team. They will then throw a ball through a hula-hoop, for extra points, that another teacher

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is holding. Let them choose a level of hard, medium, or easy. Easy is holding the hula-hoop still, medium is slowly moving it up and down, and hard is quickly moving it or slowly spinning it. You might want to assign different point values depending on the level chosen.

Another version of this game is to have different buckets for a child to throw a bean-bag or ball into after correctly answering one of the questions. Place the buckets at different positions (easy, medium, or hard) with point values based on difficulty.

Crazy Dress Up —When a child answers a review question correctly, have the child pick a dress up item that a teacher has to wear. Dress up items could include a tie, shoes, a funny/colorful shirt or jacket, a coat, gloves, funny hat, cape, gaudy necklace, etc. At the end of the game, have the children vote for the best dressed teacher.

Water Bottle Game — Have two students stand or sit opposite to each other with their hands behind their back. If the children are standing, place a table between them with a water bottle in the middle. If they are sitting, place the water bottle in between them on the floor. Make sure they can easily reach the water bottle from their positions. After asking the question, say “go”, and they may try to grab the water bottle. Tell the children ahead of time that if they get the water bottle, but they do not know the answer right away or ask for the question to be repeated, the other person can try to answer the question. If that person does not know the answer, it will go to the team of the first person who grabbed the bottle. If that team cannot answer, it will go to the second person’s team to answer.

Snack Reward — Place the snacks at a designated location. When a child answers a question correctly, he can get one of the snacks. Or after two children answer a question correctly, have them race to the snack item or to a certain location to be awarded a snack.

Shoe Mix Up — As the children are answering review questions, assign them to a team until all the questions have been asked or all the children have been assigned to teams. Then have them take off their shoes and place them in piles at a certain spot. When you say “go”, the first child in line will run down to the pile of shoes and try to find their shoes, put them on, and then run back and tag the next person. The game continues until all the children are sitting down with their shoes on. The first team to do this wins and gets additional points.

Secret Doors — Take a file folder and cut three flaps that look like doors and label them: 1, 2, 3. On sheets of paper, write point values that will be seen once the flaps are opened. The easiest way to do this is to put the paper in the file folder, open the flaps, and write the point

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values. When you are ready to play the game, close the doors on your file folder and place all of your sheets of paper with the point values in the file folder. When the child correctly answers the question, he or she can pick one of the numbers and then you will reveal the points behind the door. Then close all the doors, take out that piece of paper from the file folder, and you are ready for the next round with a new set of point values.

Band-Aid Points — Put a Band-Aid on one of three index cards. When a child correctly answers the question, he gets 100 points for their team. Then hold out the three index cards for him to pick one. If the one with the Band-Aid is picked, an additional 100 points are awarded.

Musical Questions — Count how many students are in the class. Set up that number of chairs minus one in a circle. As the music plays, have the children go around the chairs. When the music stops, they all have to find a seat. The person left without a chair must answer a review question. If the answer is correct the child stays in the game, but if the answer is not correct, the child is out and one chair is removed. Tell the children not to touch the chairs while walking around the circle to avoid fingers being smashed.

Tic-Tac-Toe — Divide the children into two teams. When a child answers a question correctly, have him place an X or O, depending on their team, on a tic-tac-toe grid. When they get three in a row, that team wins. If you have four ropes or jump ropes, you can make a large tic-tac-toe grid on the ground, and the children who answer the questions correctly can stand in a space on the grid to represent their team. They will either make an X or O with their hands or arms to signify their team.

Points/Give and Take — Place multiple point values in a bag. Let the children draw one piece of paper out of the bag to determine the point value given to their team. If you wanted, you could have another bag with pieces of paper that are labeled GIVE and TAKE. After drawing their point value, the child will draw out of this second bag. If he gets the GIVE paper, the points are given to the other team; if he gets the TAKE paper, then the points are taken for his own team. Excessive bragging and whining is not allowed. If a team displays this behavior, their points may be erased because they were not thankful for the points they got. In this case, sometimes the team with the least amount of points actually wins or no one wins at all if both teams displayed a bad attitude. This teaches children to be grateful for the things that they get and to be generous to others.

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Question Jeopardy — Ahead of time write out your questions and separate them into the categories of WHO, WHAT, WHEN, WHERE, WHY, and HOW. Then assign each of your questions point values based on their level of difficulty. Post in front of the children the point values under each of the five categories. Let the children choose which one they want to be asked and read that question. If they get it right, they get to keep those points for their team, and it is marked off the list. You do not have to ask/answer the questions in the jeopardy format. Have one question marked as BONUS. If the children answer this question right, they get a lot of bonus points (you choose the point value, but do not let them know what it is until they have answered the question). If they cannot answer the question correctly, the question and points will go to the other team.

Cheer On Your Team — When a child correctly answers a question, he or she gets to pick an action like clapping. When the next child correctly answers a question, the group will do the first action (clapping) to reward that student. The second child will then pick an action (like stomping). After the third question is answered correctly, the first two actions (clapping and stomping) are done and a third action is added. If the children do not show self-control, you could choose to remove an action.

Happy Face — Divide the children into two teams; draw two circles on a piece of paper or on a white board. Each time a child answers a question correctly they get to add something to their team's face (eye, ear, nose, mouth, teeth, tongue, freckles, hair, etc.). The team that completes the face first wins.

Favorite Outside Games/Activities

1. Chalk or bubbles
2. Parachute
    a. Everyone holds a handle and then lifts up the parachute. While the parachute is up call out a color. Whoever is holding a handle connected to that color must run underneath the parachute and find a new handle. You can hold up the parachute or pull it down to try and trap the kids.
    b. Have the kids hold the handles and then lift up the parachute. Call two names. Those kids must run under the parachute and switch places. You can hold up the parachute or pull it down to try and trap the kids.
    c. Put a ball in the middle of the parachute and let the kids shake the parachute and see how long they can keep the ball on the parachute.

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d. Put a ball in the middle of the parachute. Lift the parachute up and then quickly pull down. This movement should send the ball into the air. See how high they can get the ball to go.
e. Have one child ("the mouse") go underneath the parachute and crawl around on the ground on his hands and knees. Have another child crawl around on top of the parachute ("the cat"). Shake the parachute while the "cat" is looking for the "mouse" until the "mouse" is tagged.
f. Have the kids hold the handles and then lift up the parachute. While still holding on to the handle have all the kids go underneath the parachute and sit on the edge. This will make a "mushroom" top out of the parachute.

3. Tag or Freeze Tag
4. Obstacle Course or Relay Race
    a. Children stand in a line and then pass a ball over their head, through their legs, or a combination of that to the end of the line. When the ball reaches the end of the line, that child can run to the front of the line until all the children have had a chance to be at the front of the line.
    b. Hula Hoop Relay – Children hold hands in a circle or a line. A hula hoop is placed in their hands and they have to try and get the hoop all the way to the end of the line (or through every person in the circle) by stepping through the hoop. They cannot stop holding hands. Time the group or have them race another group. Watch this YouTube clip for a video explanation - https://youtu.be/c6SbN1MK4So
5. Water Games
    a. Children stand in a line. Have a teacher, or child that is okay with getting wet, stand a few feet away from the first child in line; they are the "target". This person should stand facing the line of children. Poke a small hole through a plastic cup. The first child must dip the cup in a bucket of water and then each child must pass the cup over their head until it reaches the end of the line. The child at the back of the line runs to the front and throws the remaining water on the teacher or child standing as the "target." If playing in teams, the "target" that is the wettest at the end of the game wins.
    b. Children stand in a line. The first child dips a sponge into a bucket of water and then each child must pass the sponge over their head until it reaches the end of the line. The last child squeezes the water into another bucket at the back of the

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line and then runs to the front to continue the relay. Once all the children have been in the front of the line, see how much water has been collected. If playing in teams, the team with the most water in their bucket at the end of the line wins.

6. Tug of War
7. Jump Rope
8. Frisbee
9. Soccer and Kickball
10. Hide and Seek (One teacher should always be on the lookout during the game so that you always know where the kids are.)

NOTE: DO NOT play Red Rover. Many children have been injured in that game.

Top 10 Inside Games

1. "Ring the Bell"
    a. Have the children sit in a circle with one student sitting in the middle of the circle. The child in the middle must close his eyes while the other children ring a bell and pass it around the circle. When the child in the middle, or the teacher, says "STOP", all of the children must put their hands behind their back. The child in the middle can then open his eyes to guess who has the bell.
2. Musical Chairs
3. "Snow Ball Fight!"
    a. Set out a hula hoop or a basket and have the kids throw cotton balls ("snow balls") into the hoop or basket from a certain distance. You could pretend that the cotton balls are snowballs! Points are awarded for how many "snow balls" make it into the hoop or basket.
4. "Basket Ball"
    a. Use a container and a small ball (like a ping pong ball). Set up various distances where the children must stand to try and throw the ping pong ball into the basket.
5. Obstacle Course or Relay Race
6. Limbo (use a jump rope as the limbo rod)
7. "Christmas Tree Cups"
    a. If you have 6-8 students per team, you could give the first six students a cup. When it is that student's turn, he must run from Point A to Point B and leave his cup at Point B and return to Point A to tag the next student in line. Student #7 will

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not have a cup but will run down to Point B and arrange the cups into a pyramid/Christmas Tree with 3 cups on the bottom, 2 in the middle, and 1 at the top, and return to Point A to tag the next player. Student #8 runs down to undo the stack to put the cups in one tall stack. The first team to complete this relay wins.

   b. Or you could have the students alternate stacking and then unstacking the cups during the relay, instead of first carrying the cups to the other end.

8. Spoon Race
   a. Place a plastic egg on a spoon. Children must go from Point A to Point B while balancing the egg on their spoon. They must carefully pass off the egg to the next student in line without dropping it!
9. Puzzles, Board Games, or Table Activities
10. "Windy Race"
   a. Divide the class into teams. Each player has a straw and when it is their turn, the player must blow a cotton ball from Point A to Point B either on a table or on the ground. Once Point B is reached, he can pick up the cotton ball and run back to tag the next person in line.
   b. Instead of a cotton ball, you could also use a balloon that the child must keep in the air by blowing. You could do variations of this game where the child must keep the balloon in the air while moving from Point A to Point B by only using his hand(s), head, or feet if he was doing the crab walk.

Conclusion

Although games should not be the central focus of our class time, they can be a tool to bring joy to the children as they learn and fellowship with us and one another.

No Additional Resources

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Lesson E – Classroom Management

Principle #1– You are _____ of the Children God has Given You

Principle #2 – Have the Right _____ to Accomplish Your Mission

"Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age."
Matthew 28:19-20

EVALUATE

- What went well that I should KEEP doing?
- What did not go well that I need to STOP doing?
- What do I need to START doing to reach my goal?
- What factors CAN I control?
- What factors can I NOT control?

Principle #3 – Gather the Right People for your _____

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Principle #4 – _____ Yourself before You Start

1. Spiritual Food
2. Organized way to keep material together
3. Filler activities
4. Wear appropriate clothes
5. Gain an overview of the whole curriculum
6. Asking questions and engaging the kids?
7. Test equipment
8. Receive training
9. Arrange your classroom ahead of time
10. Have all materials ready

"Wherever you are – be all there." ~ Jim Elliot

Principle #5 – _____ _____ with your Task

Classroom Management for the TEACHER

Real Time

DO	DO NOT
• Come early to help set up and hear instructions for the day. • Stay to help until the job is done and the kids are gone, not just when the class time ends. • Talk with the kids before and after class, instead of your personal friends. • Delegate responsibilities to help everyone know they have a job, if you are the leader. • Look for needs to meet without being asked. • Remember that every member of the team needs to stay with the group.	• Get so engrossed talking with your co-teachers before or after class that you forget to help set up or clean up. • Talk in the back of the room or leave the room when it is not your turn to teach. • Leave the same person to do the clean up every time, while you enjoy your chit-chat. • Leave a teacher alone with a minor. • Be on your cell phone.

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Classroom Management for the TEAM

1. Sit with the kids.
2. Be aware of what the other teachers are doing.
3. Help with crowd control.

Classroom Management for the STUDENT

1. Make sure that the rules for the class and the consequences for breaking those rules are clearly stated so they know your expectations.
2. Move the child somewhere else, away from the distraction (like his friends) or have him sit in the back or next to a teacher.
3. Discipline or praise students based on their character.
4. Discipline techniques
5. If things do not improve, for the sake of the class, you may have to remove that child from the class.

Classroom Management in the CLASSROOM

1. **Dangers** in the Classroom
2. **Distractions** in the Classroom

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Areas of Consideration

You	Your Team	Kids	Environment
Know Christ. Know the purpose of your mission. **Plan, Practice, and Present.** Discover the kids and earn their attention. Show justice and grace through rules, justice, and reconciliation.	ALL must be engaged in the class time. EACH participates as directed by the leader. Spread out — This isn't "you" time to talk with your friends; **it's real time.**	See the kids as … • **Sinners** needing and able to receive salvation. • **Young believers** that need to be discipled. • **Seekers** needing to be solidified in their faith. • **Individuals** with different personalities, cultures, and age characteristics. Capture and lead their curiosity through engaging activities for their body, mind, and heart.	Remove or adjust for distractions. Minimize disturbances.

Principle #6 – _____ Well

"And I am sure of this, that he who began a good work in you will bring it to completion at the day of Jesus Christ." Philippians 1:6 (ESV)

"… Well done good and faithful servant! … " Matthew 25:21 (ESV)

"Endure hardship with us like a good soldier of Christ Jesus." 2 Timothy 2:3 (NIV '84)

Resources for Further Study on this Topic

- Character Teaching - www.networkerstec.com/character.html
- Book for "Discipline Talks" - God, I Need to Talk to You About... by Dan Carr/Susan Susan
- Parenting Ministry – Growing Families.Life - www.growingfamilies.life
- A free service for "bulk" emails is MailChimp – www.mailchimp.com

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Download **EQUIP** resources at

www.networkerstec.com/equip-curriculum.html

Questions/Comments

www.networkerstec.com/contact-us.html

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