

Amor Europe  
EQUIP Courses  
— raising a new generation

# **EQUIP Course 1**

## **modules**

edition 1 (feb 2022)

language: English



Amor Europe  
EQUIP Courses  
— raising a new generation

# **EQUIP Course 1**

## **modules**

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.b (npf) = February 2022.

Language: English.

# Acknowledgements

---

Thank you to all who have collaborated on these Courses since initially conceived through to the latest EQUIP edition. It has been improved with many enhancements and insights from those who have used the Courses. We are particularly grateful to those at Youth Partnership International and Grain of Wheat who were involved in its early evolution, and to Urban Saints for releasing all the text and images of their 7th edition as an Open Cultural Work under a Creative Commons Licence in August 2019.

## Contributors

Since 2005: • **Editors:** John Fudge, Ray King, Pablo Stockley. • **Authors:** Peter Empson, Cynthia Empson, John Fudge, Phil Hulks, Mark Instone, Ray King, Matt Summerfield, Mark Arnold, Pablo Stockley. • **Illustrators:** Peter Empson, Matthew Slater, Aimee Cornwell, Pablo Stockley. • **Others:** Vera Isotova, Kathreen Berdova, Adnan Sandhu.

## Quotations

Scripture quotations are taken from the New International Version inclusive language edition. Copyright (c) Hodder and Stoughton 1995, 1996.

## Typesetting

Digitally typeset in Corbel (a humanist Clear Type font designed by Jeremy Tankard) and prepared for publishing by Shoestring Graphics.

## Publishing

This EQUIP edition is a major rewrite of earlier versions, and is published by Amor Europe.



Amor Europe  
EQUIP Course 1  
— raising a new generation

**module 1**  
**Biblical Foundations**

**120** minutes

edition 1 (feb 2022)  
language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.a (npf) = February 2022.

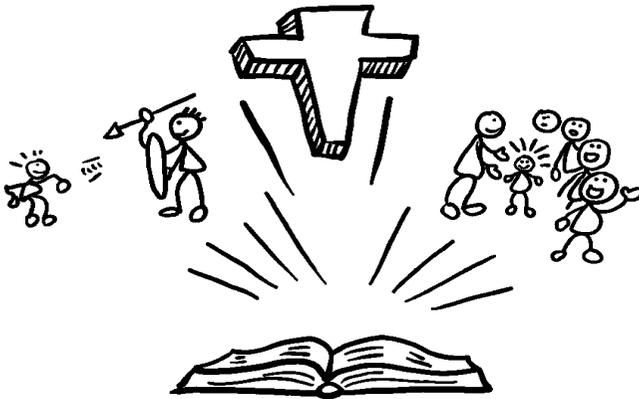
Language: English.

# ■ module 1

## Biblical Foundations

total time **120** minutes

---



Stories of children are everywhere in the bible!

(picture 1.1)

### ❖ Aim

To show that there are biblical principles for working with children.

*The Bible teaches conclusively that children are of immense importance and value; therefore we need trained Christians of quality for this ministry.*

#### **PREPARE BEFOREHAND**

For every Group Work which has verse references and questions for the participants, you will find copies of these in the Annex to print out and cut into strips to give to the groups.

Take four sheets of newspaper and tear each into eight rectangular pieces, to represent highest denomination notes available, for the first Dramatic Point.

## ■ A. Primer



20 minutes

**Hint:** Divide the participants into four groups using coloured lanyards (these can be made of ribbon). Explain to them that these will be their groups for the duration of the course.

Make sure, where possible, you have approximately equal numbers of men and women in each group.

Try to ensure they do not remain in their social friendship groups, so that they get to know others on the course and learn to work with them.

**Hint:** Don't forget to give out the Picture Books for each of the participants. Explain that the pictures will be used as visual aids throughout the course, and they can use these to make their own notes next to the pictures.

**Hint:** This is the first session, and you need to set the tone for the rest of the course. With active learning methods, it needs to be fast moving, fun and involve everybody. This primer needs to be completed in five minutes. Keep it moving!

### ✓ **Group Work**

One person in each group to write down the group's answers.

#### ➤ **YELLOW and BLUE GROUPS**

From the Old Testament quickly make a list, on the paper provided, of Bible stories where a child plays an important part in the story.

#### ➤ **RED and GREEN GROUPS**

From the New Testament quickly make a list, on the paper provided, of Bible stories where a child plays an important part in the story.

## ❖ Chat Back

Ask a member of the YELLOW group and the BLUE group to read out their lists of stories that involve children. They should take turns, each group naming one story at a time, and not repeating stories already mentioned.

As they do this, write up the titles of the stories (or names of the bible characters) on a board or large sheet of flipchart paper. This will give you a combined list for the Old Testament.

Next, ask the RED and GREEN groups read out their lists of stories, repeating this process to give you a combined list for the New Testament.

**Hint:** Ask one or two volunteer participants to write the responses up on the board or flipchart — don't try to do it all yourself!

## ❖ Key Point

Emphasise the key point:

- If we deleted all these accounts of children from the Bible, then how much of the story would we have left? Not a lot! (If you use flipchart, tear the page off and throw it away from you.)

## ■ B. Children in the Old Testament

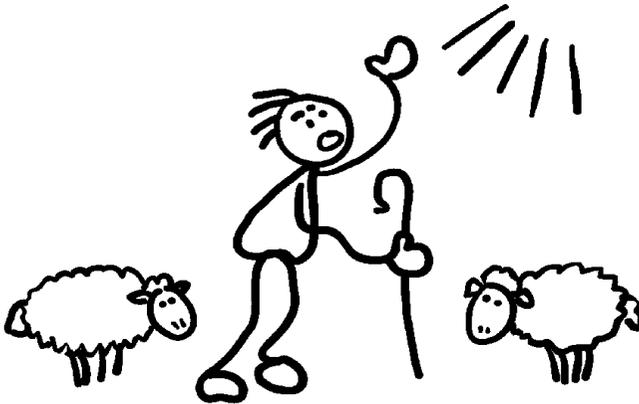


45 minutes

### ✓ Group Work

Give each group their section of the Annex (the context, verse references, and questions). Allow them 5 minutes to find their answers.

### ➤ RED GROUP



God has a message for Abram.

(picture 1.2)

**Context:** Adam and Eve had turned their back on God and brokenness was now in each person's heart. But God had a plan. God chose and blessed an insignificant person called Abram to reach everyone with the good news. That work began 2300 years before Jesus' time, and continues today.

**Reference:** Genesis 12:3, 7.

**Text:** "I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you." ... The Lord appeared to Abram and said, "To your offspring I will give this land." So he built an altar there to the Lord, who had appeared to him.

### Questions:

Q: Why did God call Abram?

A: *To be a blessing to every nation on earth.*

Q: How were children included in this mission?

A: *They are an equal member of every nation and so receive an equal blessing.*

➤ **YELLOW GROUP**



Moses brings God's law to the people.

(picture 1.3)

**Context:** Hundreds of years have passed since Abraham was called; the children of Israel ending up captives in Egypt. Then, there is a miraculous escape and now God gives them clear instructions for a good life with him.

**Reference:** Deuteronomy 6:6–9

**Text:** These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.

**Questions:**

Q: Who did God say should be passing on the teaching, and to whom?

A: *Parents were to teach their children.*

Q: How was the teaching to be given?

*A: It was to be given every day, in every life situation. Sunday School is not necessarily a biblical concept. Parents should be the teachers by word and example, all the time.*

## ❖ Dramatic Point

Present this short drama in reference to Deuteronomy 6:6–9 during the **Chat Back**, after the YELLOW group have given their answers.

**Hint:** this must be done very quickly (less than two minutes) with humour and fun! If necessary, adapt it for your own culture.

If a willing child is present, then invite the child to share the acting (you will tell them what to do). Or else use one of the participants as a volunteer to play the part of the child.

You as facilitator, will play the part of the parent.

### Script:

(Child lying down in bed.)

**Parent:** Wake up! (Child to sit up.) Hello, it is time to get up! Let's ask God to be with us today: "Thank you God for the night's rest. Help us to enjoy a good day today."

(Parent gives breakfast to child.)

**Parent:** Here is breakfast. Let's thank God for our food: "Thank you God for giving us good things to eat."

(Parent leads child off to school.)

**Parent:** Let's take you to school. See those children fighting over there, that's not nice! Don't be like that.

(Child comes home from school.)

**Parent:** It is good to see you home safe and sound. Tell me what you learnt today.

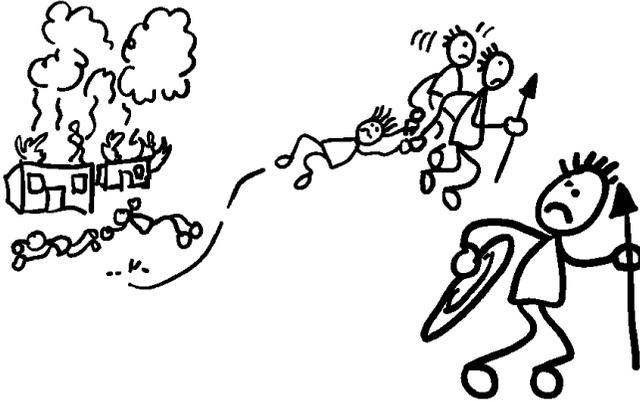
(Child lies down to sleep)

**Parent:** Now we've read you a Bible story for tonight. Do you want to say a prayer? "Thank you, God, for being with us today. Amen."

**Comment:** Sunday Clubs are not a bad thing but are only for a few hours a week. Christian parents should be teaching their children every day of the week with love, appreciation, discipline, fun, prayers and Bible teaching.

✔ **Group Work continued...**

➤ **GREEN GROUP**



Young girl is taken captive

(picture 1.4)

**Context:** Many more years passed, and it is now 850 years before Jesus' birth. The Jews were in the promised land, but they were not interested in following God, and so he let surrounding nations attack and destroy them.

**Reference:** 2 Kings 5:1-4

**Text:** Now Naaman was commander of the army of the king of Aram. He was a great man in the sight of his master and highly regarded, because through him the Lord had given victory to Aram. He was a valiant soldier, but he had leprosy. Now bands from Aram had gone out and had taken captive a young girl from Israel, and she served Naaman's wife. She said to her mistress, "If only my master would see the prophet who is in Samaria! He would cure him of his leprosy." Naaman went to his master and told him what the girl from Israel had said.

**Questions:**

Q: Who did God use to send Naaman to Israel to seek help?

A: *A little girl.*

Q: What do we know about her parents?

A: *Her faith in God was strong, so her parents must have taken seriously their responsibility to teach her to trust in God.*

➤ BLUE GROUP



Peace and fun in the streets.

(picture 1.5)

**Context:** Here we have a passage from the end of the Old Testament, when the people had been returned from exile in Babylon. They had rebuilt the temple, but things were still not right. However, God gave them a beautiful picture of special social stability.

**Reference:** Zechariah 8:4–6

Text: This is what the Lord Almighty says: "Once again men and women of ripe old age will sit in the streets of Jerusalem, each with cane in hand because of his age. The city streets will be filled with boys and girls playing there." This is what the Lord Almighty says, "It may seem marvellous to the remnant of this people at that time, but will it seem marvellous to me?" Declares the Lord Almighty.

**Questions:**

Q: What will children be doing in this picture of a peaceful community?

A: *Children will be playing in the streets.*

Q: What can you say about God's view of activities appropriate for all ages in this community?

A:

- *The old do what is good for them (sitting and chatting).*
- *The young do what is good for them (running and playing).*
- *All are free to enjoy life together.*

## ❖ Chat Back

After three minutes, invite each group to present their responses. You can then add any comments that are listed below the various questions, which have not been covered.

## ❖ Key Points

Ask the participants to write these key points down in their notes:

- We have found out that in the Old Testament children are of immense importance.
- A young girl is a witness to God's power, leading to healing and trust in God for the enemy army commander.
- God is happy to see children playing.

## ■ C. Children in the New Testament

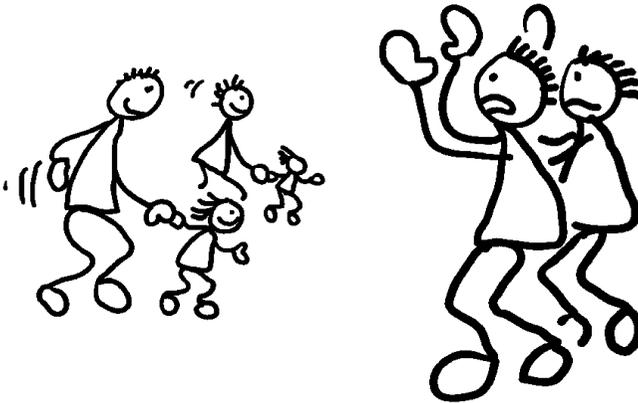


45 minutes

### ✓ Group Work

Give each group their section of the Annex (the context, verse references, and questions). Allow them 5 minutes to find their answers.

### ➤ GREEN GROUP



Disciples obstruct the children.

(picture 1.6)

**Context:** This is the most important interaction between children and Jesus in the Bible, as it shows God's heart for children. If we dare, we can learn a vital lesson of how our attitude should be towards children.

**Reference:** Mark 10:13–16

**Text:** People were bringing little children to Jesus to have him touch them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, put his hands on them and blessed them.

## Questions:

Q: Why did the disciples turn the children away from Jesus?

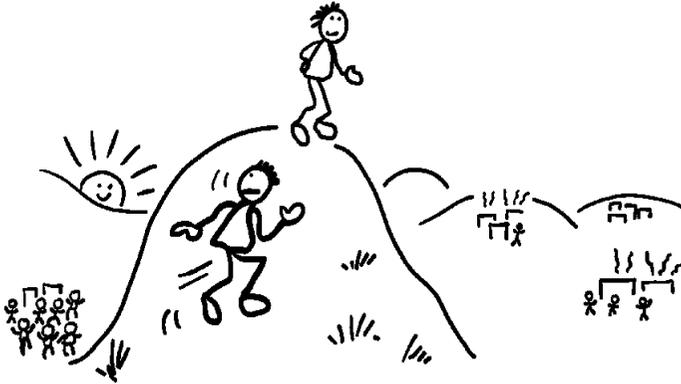
A: *Jesus was doing something very important, teaching. Children were not considered important.*

Q: What message did Jesus draw from this situation to teach the disciples?

A:

- *Children should be valued. He made room for the children and took them in his arms.*
- *We should never hinder children from coming to Jesus.*
- *He told the disciples that they needed to BE like the children!*

## ➤ RED GROUP



Jesus preaches everywhere.

(picture 1.7)

**Context:** Jesus used a dramatic situation to teach the disciples a vital message about mission. There had been great ministry of preaching and healing. The following day the crowds came again, but Jesus was missing. What He said in this passage must have a huge impact on our mission strategy towards non-churched children.

**Reference:** Mark 1:32–39

**Text:** That evening after sunset the people brought to Jesus all the sick and demon-possessed. The whole town gathered at the door, and Jesus healed many who had various diseases. He also drove out many demons, but he would not let the demons speak because they knew who

he was. Very early in the morning, while it was still dark, Jesus got up, left the house and went off to a solitary place, where he prayed. Simon and his companions went to look for him, and when they found him, they exclaimed: "Everyone is looking for you!" Jesus replied, "Let us go somewhere else — to the nearby villages — so I can preach there also. That is why I have come." So he travelled throughout Galilee preaching in their synagogues and driving out demons.

### Questions:

Q: What had Jesus been doing?

A: *Jesus had been preaching and healing many people.*

Q: What problem did the disciples have the next morning?

A:

- *Jesus was missing. He was up on a hill praying. The disciples thought that he was missing a good mission opportunity.*
- *He decided not to return to Capernaum and said he wanted to go to nearby villages.*

Q: What reason did Jesus have for not going back to Capernaum?

A: *He had to go to other places because people there needed to hear him too.*

### ❖ Dramatic Point

Use this drama point in reference to Mark 1:32–39 during the **Chat Back**, after the RED group have given their answers.

Tell the participants: "Before we continue with the other two groups, here is an illustration that may help you to realise what this passage could mean for you."

### Script:

"Now I want to give some money away. I have a lot of money to give away because I am kind and generous." (Smile at everyone.)

(Now start giving the high value notes away, walking backwards and forwards, but being careful to give one or two at a time, sharing them among just a few people so each of them has several notes, and leaving one group out entirely.)

(Keep talking to the participants as you give the money out saying things like...)

"Am I kind and generous giving my money away?"

"Well now, how do you feel about that? Aren't I kind and generous giving everything away?" (They will probably shake their heads.)

"Why? Don't you think I'm generous? Look I have nothing left!"

(Eventually someone will say: "But I didn't get anything. It's not fair!")

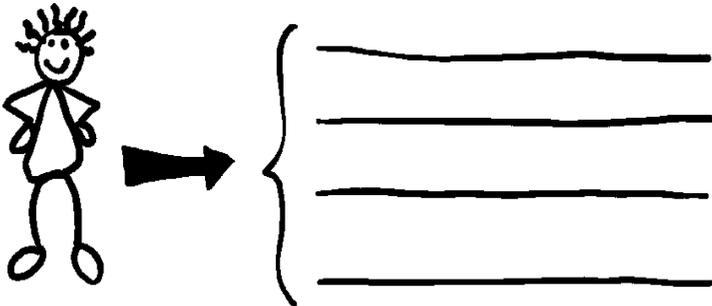
(Now you make the important point VERY strongly...)

"I agree, it was not fair. That is exactly why Jesus did not go back to Capernaum. He was fair and just. He had to go to others who had not heard the good news of God's kingdom."

"So what about us? Do we just keep Christian teaching for those who come to Sunday School? What about the children outside in the street? Will you do anything to reach them?"

✔ **Group Work continued...**

➤ **BLUE GROUP**



How Jesus grew and developed.

(picture 1.8)

**Context:** Jesus also went through normal childhood experiences as he grew up. The few references to Jesus as a child in the gospels give us some insight.

**Reference:** Luke 2:52

**Text:** And Jesus grew in wisdom and stature, and in favour with God and people.

**Questions:**

Q: How did Jesus need to develop as a child?

A: *Physically, mentally (including emotionally), spiritually, and socially (that is, relationally).*

Q: What area does the church usually concentrate on?

A: *Spiritual.*

Q: Should the church be involved in the other areas of development?

A: *Yes! God is concerned for the whole person.*

## ➤ YELLOW GROUP



Jesus places a child in the middle.

(picture 1.9)

**Context:** The other gospels bring extra information about this passage. It seems the disciples were returning with Jesus and they probably thought that he could not hear their discussion. They were arguing over who would be greatest in the Kingdom of Heaven. Then we see how Jesus instructs them.

**Reference:** Matthew 18:1–6

**Text:** At that time the disciples came to Jesus and asked, “Who is the greatest in the kingdom of heaven?” He called a little child and had him stand among them. And he said: “I tell you the truth, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever humbles himself like this child is the greatest in the kingdom of heaven. And whoever welcomes a little child like this in my name welcomes me. But if anyone causes one of these little ones who believe in me to sin, it would be better for him to have a

large millstone hung around his neck and to be drowned in the depths of the sea”.

**Questions:**

Q: The disciples argued about who would be greatest. How did Jesus deal with their argument?

A: *He told them they must be like a little child.*

Q: What does this tell us about the disciples?

A: *They felt that status and position were very important.*

❖ **Quick Buzz**

Q: Are there ways in your church in which children are not valued and appreciated?

A: *Possibly not welcomed. Church is boring for them. No games or fun, and so on.*

❖ **Key Points**

Ask the participants to write down in their notes:

- Jesus challenged people’s opinion of children. He allowed children to interrupt an adult meeting.
- He used a child as an example of greatness. He even told the disciples that they needed to become like a child in order to enter heaven.

## ■ Review



10 minutes

### ❖ What have we learnt?

- We have found out that in the Old Testament children are of immense importance.
- A young girl is a witness to God's power, leading to healing and trust in God for the enemy army commander.
- God is happy to see children playing.
- Jesus challenged people's opinion on children. He allowed them to interrupt an adult meeting.
- He used a child as an example of greatness and told the disciples that they needed to become like a child in order to enter heaven.

### Notepad

---

---

---

---

---

---

---

---

Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 2

## Crossing over Bridges

**120** minutes

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.b (npf) = February 2022.

Language: English.

## ■ module 2

# Crossing over Bridges

total time **120** minutes

---



Bridges to Christ and to the church.

(picture 2.1)

### ❖ Aim

To clearly identify the two bridges that children need to cross, first in coming to Christ and then in moving forward in the Church. Both are a challenge for children; one is a challenge for us.

*We want the participants to consider non-Christian children who need Christ. There are two bridges for them to cross:*

*One bridge is crossed when they recognise their need for Jesus as Saviour, in order to pass from death to life. This is at first hidden to the child but is clear to us. The other bridge is the cultural one that we unconsciously create around church life. The child is aware of it, but often, we are not.*

**PREPARE BEFOREHAND**

Photocopy and cut into strips the Group Work questions from the Annex. If you are not using a projector, write up a copy of picture 2.3 (the Engel Scale) on the board or flipchart paper, and also draw a copy of picture 2.5 ready to write responses on.

## ■ A. the Child's Spiritual Bridge



20 minutes

### ❖ Quick Buzz



Coming to Jesus Christ.

(picture 2.2)

Ask the participants:

Q: Is salvation a process or a sudden event?

A: *A process and an event (very often both).*

### ❖ Pause to Share

In pairs or trios, with someone nearby:

- try to identify the stages that some of you may have experienced as you accepted Christ as your personal Saviour; and
- try to discern whether there was a sequence of steps or if it was a sudden event.

### ❖ Chat Back

Ask a helper to write responses up on the board or flipchart as you invite participants to give some replies.

## ❖ Info Item

Read out the introductory statement to participants, then explain the scale of steps (projected or written up on the wall or board).

### **Statement:**

Studies in many parts of the world have suggested that there are stages which many people move through as they come to Christ. Some start further down than others, depending on their exposure to Christianity.

### **The Engel Scale:**

An example of typical steps towards faith (based on a scale developed by Engel).

-8	aware of supreme "being" but no knowledge of Gospel
-7	some knowledge of the Gospel
-6	knowledge of Christ's sacrifice
-5	understand personal implications of the Gospel
-4	positive attitude to Christ as Saviour
-3	awareness of personal sin
-2	challenged to accept Christ
-1	repentance and faith in Christ
0	SPIRITUAL NEW BIRTH IN CHRIST
+1	reflection on their new position
+2	joining with believers
+3	increased Christian knowledge and behaviour
+4	witness to others

This "spiritual bridge" that children need to pass over is a similar path for most non-churched children who start the journey at stage -8 or -7. It may

take time to reach –1 and we need patience to avoid pressurising them. And we should continue to show love for them even if they say “no”.

## ❖ **Key Point**

Ask participants to write down:

- This “spiritual bridge” is clear to us but hidden to the child. Children are unaware of the bridge they have to cross. However, as their knowledge and understanding develop, the Holy Spirit will gently prompt them towards faith in Christ.

## ■ B. the Second Bridge



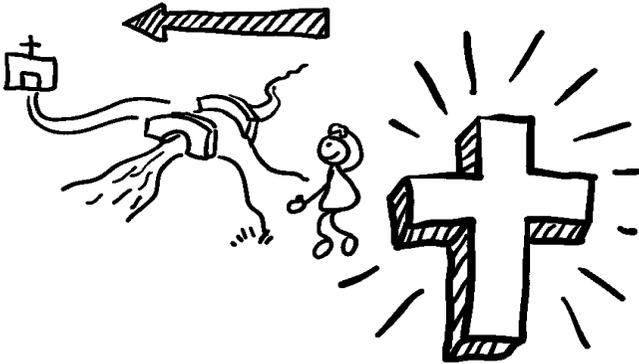
30 minutes

### ✓ Group Work

Explain the context to all, then give each group their assignment.

**Hint:** You will notice that when they get into groups to talk about something, often the same people do all the talking. It would be good if every time a group discusses an issue that a different leader is chosen. One of the main jobs of this leader is to make sure everyone else has a chance to say something. It may be an idea for you to suggest that the person who is a natural leader gives way to someone else. You may want to do this now.

**Context:** Many non-Christian children cross the first bridge of becoming a Christian when they take part in outreach events, holiday Bible clubs or camps.



Coming to the church.

(picture 2.3)

## Questions:

### ➤ BLUE and RED GROUPS

Q: List all the positive experiences these children enjoy from this outreach event, under the headings of Physical, Spiritual, Mental and Social.

A:

#### **Physical:**

- *Plenty of fresh air and exercise.*
- *Good food.*
- *Lots of fun.*

#### **Mental:**

- *Involvement through participation.*
- *Challenges.*
- *Competitions and quizzes.*

#### **Spiritual:**

- *Lively Bible teaching that they understand.*
- *Learn to pray.*
- *Learn to trust God.*

#### **Social:**

- *Building good relationships with leaders.*
- *Making friends.*
- *Learning self-control.*

### ➤ GREEN and YELLOW GROUPS

Q: Are there any difficulties that non-Christian children face when coming into a church?

A:

- *Don't understand why prayers are so long.*
- *Don't understand the big words in the sermon.*
- *The service goes on too long.*
- *Only time they are spoken to is to be told off.*
- *Don't have smart clothes for church.*
- *Have to keep quiet.*
- *No games.*
- *Feel unaccepted or left out.*

## ❖ Chat Back

Invite a member of each group in turn to read out their list of responses for the benefit of all. Then put their lists up on the wall for all to see.

## ❖ Quick Buzz

Use this activity to discuss whether there is a problem between an outreach programme in which the adults are totally concentrated on delivering something that is attractive to children, and a church programme that is geared mainly for adults.

Q: Is a different Gospel preached at church in relation to the one at the outreach event?

A: *The gospel message is essentially the same.*

Q: Why is it more acceptable for children at the outreach event?

A:

- *It is surrounded with a programme that is appealing to the child,*
- *The wrapping around the gospel is attractive.*
- *This is a cultural bridge, which the church is mostly unaware of, but which is very visible to non-Christian children. We may need help here.*

## ❖ Key Point

Ask participants to write down the following:

- A child who is converted at an outreach event, Holiday Bible Club or camp and then directed to a church may realise that there is a bridge that is too complicated and hard to understand, that is too difficult to cross. As a result, they leave the church.

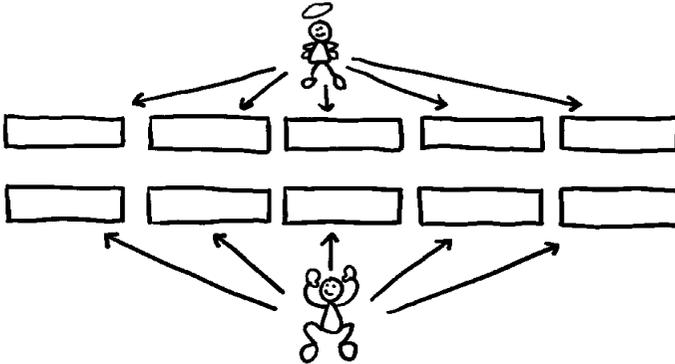
**Hint:** It probably would be good to have a 15-minute games break now as this session is quite long. When you restart, ask them what they have learnt up until now.

## ■ C. the Pastor and the Child



40 minutes

Explain to the participants: Now we are going to look deeper at the differences between children's culture and the culture of the church.



(picture 2.4)

### ✔ Group Work

This exercise will help participants to see the need to meet the needs of non-churched children with an appropriate programme that all will enjoy.

### ➤ RED and YELLOW GROUPS

Imagine that you have never been at this training course, and therefore you have not learned anything yet!

This is who you are and what you think:

- You are the pastor of a large church.
- You want your children and young people to be useful in the church.
- You totally believe in a solid spiritual programme.
- You want your youth to go through some church programmes and training.

Q: Write down five specific areas you would like to see develop in their lives.

A: *The list may include:*

- *Being saved.*
- *Being baptised.*
- *Bible study.*
- *Discipleship training.*
- *Church membership*

**Hint:** Don't let them start talking until you have explained the assignment to the others.

➤ **GREEN and BLUE GROUPS**

Imagine that you have never been at this training course and have therefore not learned anything yet!

This is who you are and what you think:

- You are 12-year-old children who know nothing about the Church or Christianity.
- You think religion is a total waste of time.
- You have been invited to go to a group meeting with 25 other children of your age.

Q: Write down five things that you would enjoy if they were part of the ninety-minute programme and which would make you want to go again.

A: *The list may include:*

- *Games.*
- *Music.*
- *Friends.*
- *Food.*
- *Outings.*

❖ **Chat Back**

After the time is up, invite responses from the groups. Write the answers from the 'pastors' groups in the top row of boxes and put the answers from the '12-year-olds' in the bottom row of boxes, which you prepared beforehand.

**Hint:** Make sure the things that are written are very specific. You may have to ask questions in order to get to what they are really saying.

Now go through the pastor's list and ask the following question of each item:

Q: Is there anything bad or wrong here?

(A: *The answer to each one is likely to be, 'No!'*)

Tick them off on the list.

Now go through the children's list and ask the following question of each item:

Q: Is there anything bad or wrong here?

(A: *Hopefully, the answer to all will be "It is good".*)

Tick them off on the list.

Tell the participants: "We have found that both the pastor's list is good AND the child's list is good."

Now ask the following question:

Q: If 12-year-old children with these needs (point to them) go to a group run by the pastor with this agenda (point to them) how can the pastor run the group in such a way that the children will want to come back?

A:

- *By meeting the needs of the children.*
- *Include games, music, food, etc. in the teaching programme.*

## ❖ Tough Task

Read the following passage of scripture to the participants:

**Reference:** 1 Corinthians 9:20, 22–23

**Text:** To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law) so as to win those under the law. ... To the weak I became weak, to win the weak. I have become all things to all people, so that by all possible means I might save some. I do all this for the sake of the gospel, that I might share in its blessings.

**Questions:** Ask them to get into pairs or trios, and give them a few minutes to do two things:

- a. Discuss the central meaning of the text.
- b. Rewrite it in their own words as it relates to children. (Help them by telling them to start with, "To those who are not like me...")

**Read this example BEFORE they write their own version:**

"To those who are not like me I will do what I can to enter their world, especially the world of children. I will do the things they like doing and try to understand them in every way in order that God would give me opportunity to speak to them about Jesus."

**Question:**

Q: What, then, does this passage from the first missionary in the world tell us we should do in our work with children?

A:

- *Start where the children are.*
- *Do the things children want to do, as much as is possible, and permeate it all with Christ's love.*

## ❖ Key Points

Ask the participants to write down:

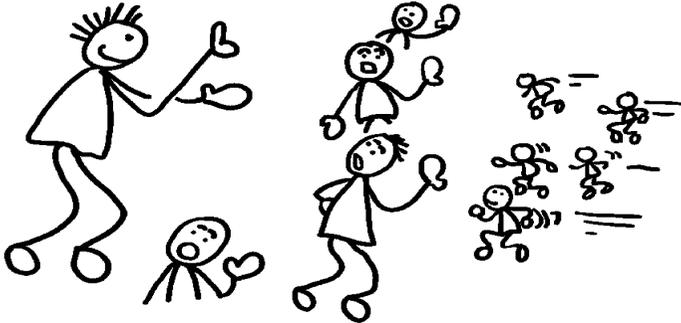
- The gospel must never change, but the wrapping around it can and should be changed in order to attract children.
- We have biblical authority to adapt our church culture so that the gospel is made attractive and accessible to children.

## ■ D. Jesus' Attitude



25 minutes

### ❖ Quick Buzz



Jesus welcomes the children.

(picture 2.5)

**Context:** Tell the participants that we have a huge problem. We have seen how there is a cultural bridge between the church and the non-churched child. What of Jesus' attitude? Now ask the participants to listen carefully to the reading from scripture, then ask them the question that follows:

**Reference:** Mark 10:13–16

**Text:** People were bringing little children to Jesus to have him touch them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, put his hands on them and blessed them.

### Questions

Q: Why was Jesus angry (indignant) with the disciples?

A: *The disciples were stopping children from coming to Him.*

Q: Why were the disciples stopping the children, were they bad people?

A:

- *The disciples weren't bad people.*
- *They felt that the children would get in the way of Jesus' important teaching.*
- *They thought they were doing the right thing.*

Q: What did Jesus do?

A:

- *He stopped teaching.*
- *Picked up the children and blessed them.*

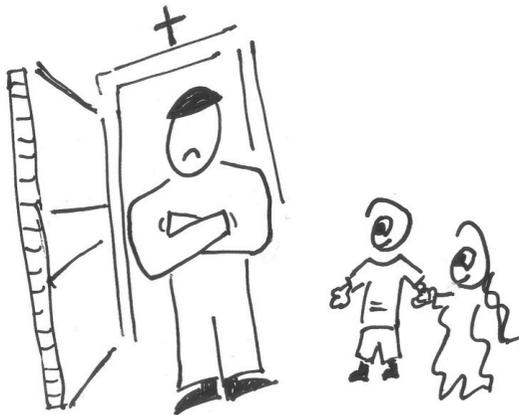
Q: How would this have made the children feel?

A:

- *Loved.*
- *Valued.*
- *Important.*
- *Happy.*

## ❖ Mirror Moment

Encourage participants to reflect on their own experiences of church life and their own attitudes in the light of how the disciples responded to the children.



Are children welcome here?

(picture 2.6)

Use the following questions:

Q: Can you think of examples, from your own churches, where adults have this same attitude towards children?

*Encourage participants to share examples with the rest of the group, if they feel happy to.*

Q: Can you think of examples where you have had this same attitude towards children? Can you remember, as a child, how it felt when adults had this attitude towards you?

*Encourage participants to share examples with the rest of the group, if they feel happy to. **Be aware:** this may bring up uncomfortable feelings so be very sensitive.*

Q: What changes might we need to make?

A:

- *Becoming friends with them.*
- *Playing games with them.*
- *Listening to them.*
- *Telling them true stories from the Bible.*
- *Giving them quality time.*
- *Introducing them to Jesus Christ.*
- *Treating them with honour and respect.*

**Hint:** Try to ensure that all of these possible responses are mentioned.

### ❖ Info Item

- Children who come to Christ need to find their place in the church, but instead are frequently told to "Be quiet! Sit down and behave!" or, as with the disciples, "Go away!"
- Jesus corrected his friends severely. This, then, is another gulf that children have to cross.

### ❖ Key Points

Ask the participants to write these key points down in their notes:

- Jesus broke fixed traditions, and, to the horror of the disciples, he took children in his arms and blessed them.

- Jesus told the disciples that rather than restrict children they should instead become like them.
- Advise the participants that the rest of the course is intended to show how we can start building bridges to reach out to children.

## ■ Review



5 minutes

## ❖ What have we learnt?

- The “spiritual bridge” is clear to us but hidden to the child. Children are unaware of the bridge that they have to cross. However, as their knowledge and understanding develop, the Holy Spirit will gently prompt them towards faith in Christ.
- A child converted at an outreach event, Holiday Bible Club or camp may be directed to a church and then realise that there is another bridge too complicated and hard to understand; it is too difficult to cross. As a result, they leave the church.
- The gospel must never change but the wrapping around it can and should be changed to attract children.
- We have biblical authority to adapt our church culture so that the gospel is accessible to children.
- Jesus broke fixed traditions to the horror of the disciples, and he took children in his arms and blessed them.
- Jesus told the disciples that rather than restrict children they should instead become like them.

## Notepad

---

---

---

---



Amor Europe  
EQUIP Course 1  
— raising a new generation

**module 3**  
**Bible Story Telling**

**420** minutes

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.a (npf) = February 2022.

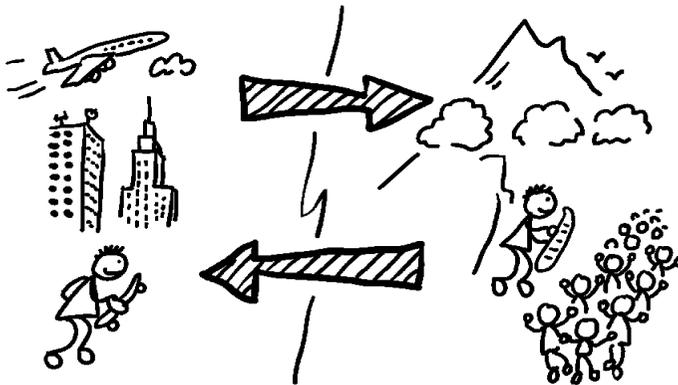
Language: English.

# ■ module 3

## Bible Story Telling

total time **420** minutes

---



Familiar and unfamiliar worlds.

(picture 3.1)

### ❖ Aim

To show the importance of making the link between something in a child's experience and a particular Bible story; then applying the spiritual teaching it offers to their lives. Ensuring that the stories and truths they contain are delivered in a way that is memorable, relevant and exciting.

*This session will help the participants recognise that they should focus on one clearly made focus to the bible story and that there are three important parts to bringing the story alive to children:*

- a. *Attract children into the world of the Bible and the characters and stories it reveals, with a compelling "introduction".*
- b. *Tell the Bible story with energy and beauty.*

- c. *Return the children to their world, showing them how the Bible passage makes sense for them today, using an "application".*

Implementing these "stages" well will help bring the Bible and the truths it contains to life for children.

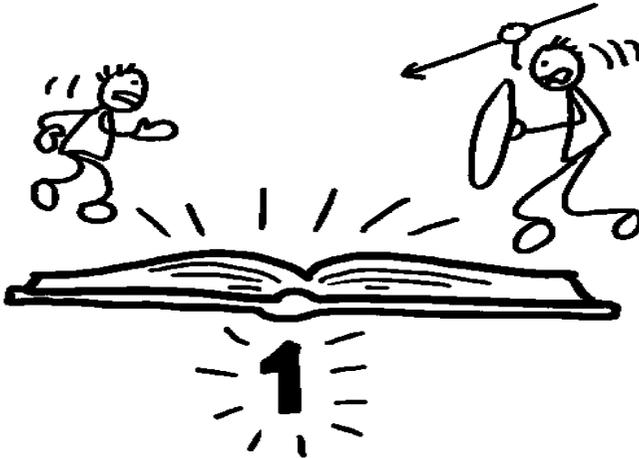
**Note:** in this module the groups will look at several passages of scripture in order to find: a story focus, a variety of introductions, and applications. They will also explore a range of creative ways to tell the stories.

The module is intended to be done over a full day. However, it is possible to do it as two half-days, finishing the first half at the end of section F.

## ■ A. Story Focus



20 minutes



Just one point for each story.

(picture 3.2)

## ❖ Quick Buzz

Ask the participants to tell you what they learned in the sermon they heard in church two weeks ago.

- *Invite some responses (if anybody can remember!).*

**Explain to participants:**

- Sometimes sermons cover many different points, and it is hard to remember them all; often there is one that stands out. When we are working with children too many points can lead to confusion.
- When studying a Bible passage, sometimes there could be many different things you could learn from it. However, we want to focus on just one.

## ❖ Quick Buzz

**Explain:** Imagine that we are going to teach a Bible lesson to children based on the story of David and Goliath (in 1 Samuel chapter 17).

**Context:** David is a young boy looking after his father's sheep. His older brothers are in the army, which is fighting a war. David's father sends him on a journey to take food to his brothers and to bring back some news.

Q: What teaching points could you make from this story?

A:

- *God can use people that others reject.*
- *You are not wasting time if you have a boring job.*
- *God can use a child when he cannot use adults.*
- *Sometimes you have to wait a long time for God's promises to come about.*
- *Don't trust in strong armies; they can let you down.*
- *You don't have to be very strong or intelligent to be of use to God.*
- *God can help you not to be afraid.*
- *...and so on.*

Write up their responses on the board.

**Emphasise** that there are many different things we could teach. However, if we tried to teach all of these points, then the children would probably get confused and remember very little.

## ❖ Info Item

Guidelines for preparing a Bible story:

- It is good to have ONE very clear point to focus upon when you want to tell a Bible story to children.
- If you give them too many points to remember they may get confused and not remember anything.
- Once you have chosen the focus of your story (the main point), then you can consider the best way to tell the story (with drama, song, pictures, and so on), and also what the introduction and application should be.

## ✔ Group Work



Stories to teach people.

(picture 3.3)

Divide all into their four groups. Allow five minutes for this task.

### ➤ ALL GROUPS

#### Instructions:

- In your group choose three well known Bible stories. Write down the titles of these stories in a list.
- For each story in your list, decide on a single story focus (a simple teaching point) that they wish to make from the story.

When time is up (after five minutes) each group in turn, will be invited to have a member read out the three story titles and the three teaching points to everybody.

**Hint:** Make a master list of the stories and their teaching points as this will help you to comment at the end.

If stories are repeated make a particular point of highlighting the fact that different teaching points can be drawn from the same story (if that is what happens!).

**Note:** Each group's response should be very clear.

Story title 1 — simple teaching point.

Story title 2 — simple teaching point.

### Story title 3 — simple teaching point.

For each of the groups, you should now draw up a list that looks like this:

	teaching point
Story 1 =	
Story 2 =	
Story 3 =	

Fill in all the details. You need to leave space to add three more columns.

**Hint:** When the group members give feedback to the rest of the participants, it is very important that the teaching point is, at most, a single sentence. Don't allow groups to re-tell the whole story!

### ❖ Info Item

**Explain** to the participants that the parables of Jesus are great examples of stories with a single teaching point (story focus).

Jesus often used these parables to make a specific point or to answer a particular question.

For example:

Q: What are the teaching points from these two parables?

- **Sheep and the goats**

A: *Teaching point: that each person will be judged according to whether they've helped people in need, as God wants them to do.*

- **The unmerciful servant**

A: *Teaching point: we need to forgive others as Christ has forgiven us.*

**Emphasise** that these are examples of good teaching, where the teacher (Jesus) is focusing on making one very clear point for the audience.

## ❖ **Key Points**

For participants to write down:

- When looking at a Bible passage, focus on just one learning point rather than many, so that the children can remember what they are being taught.

## ■ B. the Introduction



30 minutes



Beginning in the child's world.

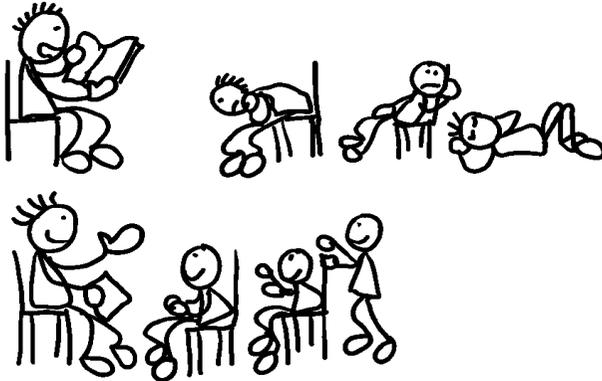
(picture 3.4)

### ❖ Example of Introduction

**Explain** to the participants that you are going to begin to tell a Bible story in two different ways. They must imagine that they are a non-Christian child and have never been to Church, knowing nothing about Christianity.

Ask them to:

- Listen carefully to both versions.
- Give an answer to:
  - Which method did they prefer the most?
  - Why did they prefer it to the other?



Good and bad introductions.

(picture 3.5)

**Script:** first way to begin the story (no introduction).

“Three thousand years ago in the far-off land of Israel lived a boy with his family. As the youngest, he was the most unimportant and had all the rotten jobs to do, like looking after the animals. His name was David.”

**Script:** second way to begin the story (with introduction).

“I want to ask you a question. Have any of you been the youngest in a group of children and, because you were the youngest or smallest, you have been missed out or told to go away and play somewhere else?”

*(Encourage one or two participants to respond briefly to this question.)*

“Well, I want to tell you about a boy who was just like that: Three thousand years ago in the far-off land of Israel lived a boy with his family. As the youngest, he was the most unimportant and had all the rotten jobs to do, like looking after the animals. His name was David.”

## ❖ Chat Back

After a few minutes, get feedback from the people who want to say something. You are hoping that they will all choose the second method with the introduction, and say something like:

- *We liked it because you got our attention at the start.*
- *We liked it because it started with something familiar from our own life experience.*

- *You related a situation in our experience to the Bible story that you were going to tell.*
- *There was an introduction to lead us into the Bible story.*

### ❖ Info Item

An introduction gets the attention of the listener. It makes it easier for children to move from their experience of the familiar world around them, into the unfamiliar world of the Bible story.

There are many ways that you can get the attention of your listeners. Asking a question, as we did in our previous example, is only one way.

### ❖ Quick Buzz

Q: What other methods could we use to introduce our stories?

A: *We could use:*

- *a visual aid, a picture;*
- *a game or a challenge;*
- *acting something out;*
- *a craftwork activity;*
- *some other method.*

### ✔ Group Work

Divide all into their four groups. Allow ten minutes for this task.

### ➤ ALL GROUPS

#### Instructions:

- Using the same three stories from the previous exercise, think of a suitable way to introduce each story.
- You must use a different method for each story.

#### Reminder:

- An introduction gets the attention of the listener. It makes it easier for children to move from their experience of the familiar world around them, into the unfamiliar world of the Bible story.

**Hint:** Add an extra column to your master list of the stories and add their method of introduction as this will help you to comment at the end.

If stories are repeated make a particular point of highlighting the fact that different methods of introduction can be used for the same story (if that is what happens!).

**Note:** Each group's response should be very clear.

Story title 1 — method of introduction.

Story title 2 — method of introduction.

Story title 3 — method of introduction.

For each group list, now add the next column. It should now look like this:

	teaching point	story introduction
Story 1 =		
Story 2 =		
Story 3 =		

Fill in all the details. You need to leave space to add two more columns.

## ❖ Info Item

**Explain** to the participants that we can see different types of introductions used in the Bible.

### Examples:

- Paul used a local landmark, the 'altar to an unknown god', when he preached in Athens in Acts 17:22–25.
- Jesus used a coin to make his point in Matthew 22:18–22.
- Jesus used the activity of a shepherd dividing sheep from goats as an illustration in Matthew 25:31–36.

**Emphasise** that these are examples of good teaching because they help the listeners make an easy connection to the story or teaching from their own experiences or knowledge. This gets the attention of all who are listening.

## ❖ **Key Points**

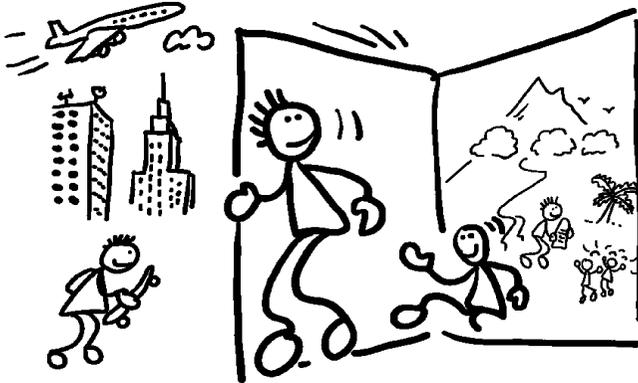
For participants to write down:

- A good introduction:
  - gets the child's attention;
  - links the world the child understands to what happens in the Bible story; and
  - links to the main point you want to make.

## ■ C. the Application



30 minutes



Relating the story to the child's world.

(picture 3.6)

### ❖ Info Item

**Explain** that the application is when you take the truth of the story in the Bible and apply it for children to use in their life now.

So the application needs to relate to the child's age, and the social and cultural circumstances of the child's life, as much as possible. Like the introduction, it does not need to be long. In fact, the shorter, the better.

### ❖ Example of Application

**Explain** that using the story of David's early life once again, you will now demonstrate how to apply the story.

**Script:** how to end the story (with application).

"So you see, that even though David was the youngest, and others thought he was unimportant, God was with him, and was able to use him to defeat the giant. Next time you think you are too young or unimportant and are faced with a big problem, remember (just like David in the story) that God is with you, and will help you."

**Emphasise** that this application is good because it relates to a potential, real life circumstance in the listeners experience (such as feeling too young or unimportant when faced with a big problem).

## ✔ **Group Work**

### ➤ **YELLOW GROUP**

Look at the conclusion of Jesus' parable about the pharisee and the tax collector:

**Reference:** Luke 18:9–14, especially verse 14.

**Text:** ...To some who were confident in their own righteousness and looked down on everyone else, Jesus told this parable: "Two men went up to the temple to pray...

I tell you that this man, rather than the other, went home justified before God. For all those who exalt themselves will be humbled, and those who humble themselves will be exalted."

#### **Questions:**

Q: How did Jesus apply his teaching to the lives of his listeners?

A: *He said that those who exalted themselves would be humbled and those who humbled themselves would be exalted.*

Q: What did he expect them to do now as a result of the important point he was teaching?

A: *To live lives of humility towards God and others.*

### ➤ **BLUE GROUP**

Look at the conclusion of Jesus' parable about the unmerciful servant:

**Reference:** Matthew 18:21–35, especially verse 35.

**Text:** ...Then Peter came to Jesus and asked, "Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times? Jesus answered...

This is how my heavenly Father will treat each of you unless you forgive your brother or sister from your heart."

#### **Questions:**

Q: How did Jesus apply his teaching to the lives of his listeners?

A: *He said that those who didn't forgive others would not be forgiven by God.*

Q: What did he expect them to do now as a result of the important point he was teaching?

A: *To be people who forgive others and keep on forgiving them.*

### ➤ RED GROUP

Look at the conclusion of Jesus' parable about the ten virgins:

**Reference:** Matthew 25:1–13, especially verse 13.

**Text:** ...At that time the kingdom of heaven will be like ten virgins who took their lamps and went out to meet the bridegroom. Five of them were foolish and five were wise...

Therefore, keep watch, because you do not know the day or the hour."

#### **Questions:**

Q: How did Jesus apply his teaching to the lives of his listeners?

A: *He said that they needed to be ready for when the kingdom of heaven appeared.*

Q: What did he expect them to do now as a result of the important point he was teaching?

A: *To live lives that showed they were ready for Christ's return.*

### ➤ GREEN GROUP

Look at the conclusion of Jesus' parable about the good Samaritan:

**Reference:** Luke 10:25–37.

**Text:** ...On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?" "What is written in the law?" he replied...

The expert in the law replied, "the one who had mercy on him." Jesus told him, "Go and do likewise."

#### **Questions:**

Q: How did Jesus apply his teaching to the lives of his listeners?

A: *He said that showing love and mercy to others was a reflection of what it meant to love God.*

Q: What did he expect them to do now as a result of the important point he was teaching?

A: *To live lives of love and mercy towards others.*

✔ **Group Work**

Divide all into their four groups. Allow ten minutes for this task.

➤ **ALL GROUPS**

**Instructions:**

- Using the same three stories from the previous exercise, think of a suitable way to give an application of the teaching for each story.

**Reminder:**

- The application is when you take the truth of the story in the Bible and apply it for children to use in their life now.
- The application needs to relate to the child's age, and the social and cultural circumstances of the child's life, as much as possible. It does not need to be long. In fact, the shorter, the better.

**Hint:** Add an extra column to your master list of the stories and add a few words to remind you of their application as this will help you to comment at the end.

**Note:** Each group's response should be very clear.

Story title 1 — application of story.

Story title 2 — application of story.

Story title 3 — application of story.

For each group list, now add the next column. It should now look like this:

	teaching point	story introduction	story application
Story 1 =			
Story 2 =			

Story 3 =			
-----------	--	--	--

Fill in all the details. You need to leave space to add one final column.

## ❖ Key Points

For participants to write down:

- An application takes the truth of the story in the Bible and makes it relevant for the children to use in their lives in the familiar world around them.
- A good application is relevant to the age of the child and related to the social and cultural circumstances in which the child lives.

## ■ D. Creative Storytelling

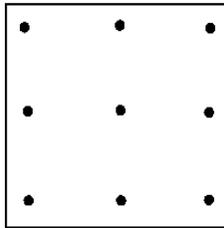


40 minutes

Tell the participants that we are now ready to decide how we are actually going to tell the Bible story. In order to keep the attention of the children and give them the best chance of being impacted by our teaching we need to make the Bible come alive, and that means thinking a bit more adventurously!

### ❖ Crazy Challenge

Prepare in advance on the board some sets of nine spaced out dots (three by three) bounded by a close border forming a box outside the dots, as illustrated here.



Nine dots challenge.

(picture 3.7 Q)

**Explain** that you want to challenge the participants in a very simple test, and invite one volunteer from each group to come out to the board to join up some dots with straight lines.

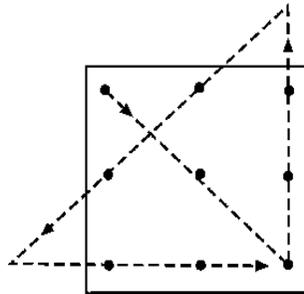
**Instructions** to the four volunteers are as follows:

- Place your pen on any one of the dots as your starting point.
- You can **ONLY** make **FOUR STRAIGHT LINES** on the board.
- In your four strokes you have to **COVER ALL NINE DOTS**.
- You must **NOT** take your pen off the board.

**Note:** Do **NOT** mention or say anything about the frame around the dots. Everyone will assume that they are not allowed to go outside the box.

Let the volunteers try it out.

After others have tried to do it, demonstrate how it is done correctly. The lines drawn have to extend outside of the border frame.



Nine dots solution.

(picture 3.7 A)

### Emphasise the following:

- the puzzle can only be completed if they 'break out' of the box.
- often our thinking is confined by assumptions we make, or by familiar patterns of doing things. For creativity, we need to 'break out' of this 'box' (this way of thinking) and try something new!

### ❖ Quick Buzz

Give the participants exactly two minutes for this activity (in their groups) and then ask them to call out their answers, one at a time, as you ask each group in turn. Keep going until there are no suggestions left.

Q: think of different ways that could be used to tell a Bible story, and make a list of as many creative ideas that you can.

A:

- *Simply read it out from the Bible.*
- *Drama using leaders as the actors.*
- *Drama using the children as the actors.*
- *Silent drama with a narrator.*
- *Tell the story with the children making sound effects (such as cheering, booing, animal noises, storm noises, and so on).*
- *Incorporate the story into a game.*
- *Incorporate the story into a craft activity.*

- *Children could be divided into smaller groups and each group performs a small part of the story (each group follows on from the previous group).*
- *Using a video clip.*
- *Showing or drawing pictures.*
- *Using puppets to tell the story.*
- *Using or writing a song or poem or rap (get the children involved).*
- *Using different objects to represent things in the story.*
- *Dressing up (leaders or children) to represent characters.*
- *Going for a walk together to tell the story (especially if the story is about a journey).*
- *...and lots of other ideas!*

## ❖ Info Item

**Explain** to the participants:

- Children do not all learn in the same way. Some are good with words, some remember things visually, others like active involvement, or sounds and music.
- Using different methods, when it comes to telling Bible stories, is really helpful in gaining the attention of the children and stopping them from getting bored.
- Even the most exciting method can get boring if it is used every single week!
- Being creative in our method of delivering a Bible story is very important.

## ✔ Group Work

Divide all into their four groups. Allow ten minutes for this task.

## ➤ ALL GROUPS

**Instructions:**

- Using the same three stories from the previous exercise, think of a creative way to tell the story.
- You must use a different method for each story.

**Reminder:**

- The way you tell the story and the delivery method you use is vitally important in getting the children to engage with the story and benefit from the teaching of the Bible. So be as creative as possible without losing the essential truth that you are wanting to teach.

**Hint:** Add an extra column to your master list of the stories and add their delivery method as this will help you to comment at the end.

**Note:** Each group’s response should be very clear.

Story title 1 — delivery method.

Story title 2 — delivery method.

Story title 3 — delivery method.

At the end of this exercise each group should have a large piece of paper that looks something like this, with each space filled in:

	teaching point	story introduction	story application	delivery method
Story 1 =				
Story 2 =				
Story 3 =				

You will have a master list that looks exactly the same except that it will have the details of all twelve stories.

 **Info Item**

**Explain** to the participants:

Producing a table that looks a little bit like this every time you are planning to teach the Bible to a group of children will be really helpful in your preparation. It will help you to engage with the children, and it will help them to engage with the teaching.

## ❖ Key Points

For participants to write down:

- We must be creative and think outside the 'box' or 'frame'.
- We need to try new ways of making the Bible come alive.
- Children do not all learn things in the same way.
- We must not just do things in the way that they have always been done before.
- The more variety we can bring to the way we tell Bible stories, the better for children's learning.

## ■ E. Lessons from Jesus



20 minutes



Jesus — the master storyteller.

(picture 3.8)

### Context:

Jesus was a master storyteller so, to help us think about how to tell stories, we are going to look at Jesus and explore how he illustrated his talks.

### ✔ Group Work

Divide all into their four groups. Allow five minutes for this task.

### ➤ ALL GROUPS

#### Instructions:

- We will be exploring three ways Jesus illustrated his talks.
- Make a list of answers to each of the three questions.

## Questions:

Q: What objects did Jesus use or talk about to help his listeners understand?

A:

- *The good shepherd.*
- *The door.*
- *The way.*
- *Living water.*
- *Lilies of the field.*
- *The red sky at night.*
- *Sparrows.*
- *Grain.*
- *A coin.*
- *Wine.*
- *Sheep.*
- *Bread.*

Q: Where are some of the different places Jesus used for his teaching?

A:

- *In the temple.*
- *In the wilderness.*
- *At the lakeside.*
- *On a boat.*
- *In a garden.*
- *On the cross.*
- *A wedding.*
- *A well.*
- *Samaria.*
- *Anywhere.*

Q: When did Jesus ever involve people in a teaching event?

A:

- *The last supper — disciples.*
- *Collecting water for him — the woman at the well.*
- *Breakfast — the disciples bring fish for breakfast by Galilee.*
- *Fishing — Jesus gives advice.*
- *A wedding — miracle of water to wine.*
- *Peter walking on the water.*
- *Feeding of 5,000 and 7,000 people.*

## ❖ Chat Back

Ask all groups to say what they found from their group discussions. Other groups to add comments if they wish.

**Emphasise** that Jesus used objects at hand. We have to do the same. Jesus involved people practically. We have to do the same. Jesus didn't spend all His time in the temple. We have to be creative in our presentations.

Using physical objects creatively, encouraging active participation of our listeners and being creative and flexible about where we teach the Bible all help our listeners, especially children, to engage with our teaching. Jesus knew this and constantly taught in this way.

## ❖ **Key Points**

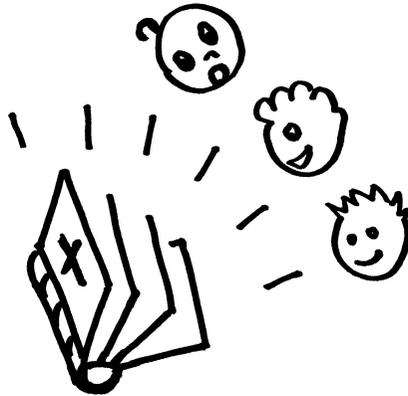
Ask participants to write down:

- We must use every type of illustration we can find.
- Being creative in our teaching of the Bible takes more time to prepare but gets far better results.

## ■ F. the Bible is Special



10 minutes



Stories from the Bible come alive.

(picture 3.9)

### ❖ Info Item

**Explain** to the participants:

It is important to let the children know that the stories we bring them are from God and are true and important for every person on earth. They are not fictional or fairy stories or cultural stories that are not real.

### ❖ Quick Buzz

Q: Why is the Bible different from any other book on earth?

A:

- *It is inspired by the Holy Spirit.*
- *It contains 66 different books by different authors.*
- *It was written over thousands of years but with a central message of God's rescue plan for the reader.*
- *It is the world's top selling book.*

Q. Why do we need to tell children that these stories come from the Bible?

A: *So they will not confuse the stories with the many stories from their local culture.*

### ❖ Info Item

**Explain** to the participants:

- Make sure you treat the Bibles you use with great respect. In some cultures, it is offensive to treat a holy book with disrespect, for example, by dropping it on the floor, or throwing it to someone.
- While the Bible should never become an object of worship, it does contain precious messages from God for each child around the world. We should show them that we value it highly.

### ❖ Key Points

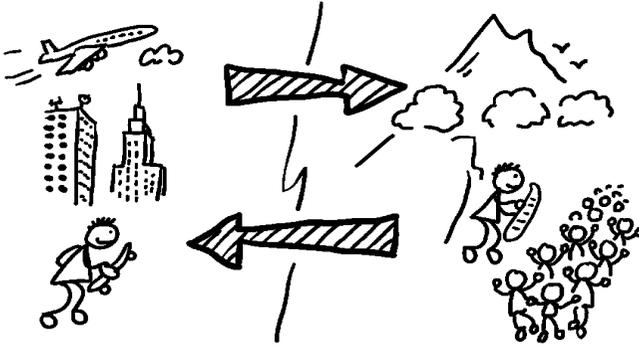
For participants to write down:

- Children need to know that the teaching comes from the Bible, a special book inspired by God, and that it is true.
- We should treat God's word with respect and show children that we value it highly.

## ■ G. Bible Story Telling — Examples



90 minutes



Familiar and unfamiliar worlds.

(picture 3.10)

### ❖ Everybody Together

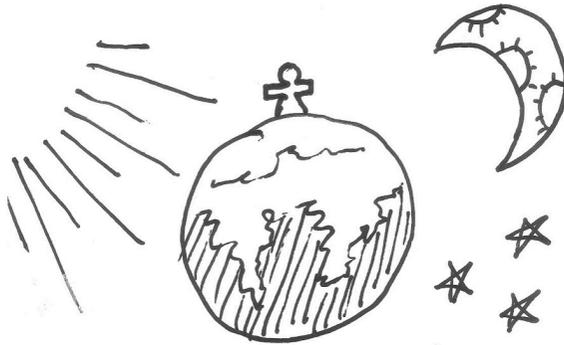
**Explain** to the participants that you are now going to tell them three different stories from the Bible. Ask them to listen and watch carefully how the story is told.

After each story has been told ask the participants to identify:

- what was the teaching point?
- what was the introduction?
- what was the application?
- and what method was used to tell the story?

Once you have led this discussion and the participants have identified the different elements of the storytelling process, move onto the second story and then repeat the discussion process before telling the third story.

✔ **Story 1**  
— the Creation



Story of the Creation.

(picture 3.11)

**Context:** The Bible begins with a clear description of how life on earth started. God made it and it was very good.

**Scripture:** Genesis 1 = the Creation.

➤ **TEACHING POINT**

- God created everything, including us, therefore we should value God's creation, especially other people.

➤ **INTRODUCTION**

- Give every participant a single sheet of newspaper and give them three minutes to make something out of it.
- After appreciating and rewarding their efforts make the link to today's story of God creating out of nothing.

➤ **STORY**

Narrated actions:

- Explain to the participants that as you tell the story of the seven days of creation from Genesis 1 you want them to respond by acting out the things that were created each day.
- Emphasise how good everything was that God created.
- Place a special emphasis on how extra pleased God was when he created human beings.

## ➤ APPLICATION

- It is important for us to appreciate all of God's creation and especially other people.
- Ask for ideas about how we might do that this week.

## ➤ SCRIPT

**Text:** Genesis 1:1– 2:3 (edited)

In the beginning God created the heavens and the earth. The earth was empty, with no form of life; it was under a roaring ocean covered with darkness. But the Spirit of God was moving over the water.

### **The First Day**

God said, "I command light to shine!" And light started shining. God looked at the light and saw that it was good. He separated light from darkness and named the light "Day" and the darkness "Night." That was the first day.

### **The Second Day**

God said, "I command the sky to separate from the water below it." And that's what happened. That was the second day.

### **The Third Day**

God said, "I command the water under the sky to come together in one place, so there will be dry ground." And that's what happened. God named the dry ground "Land," and he named the water "Ocean." God looked at what he had done and saw that it was good.

God said, "I command the earth to produce all kinds of plants, including fruit trees and grain." And that's what happened. God looked at what he had done, and it was good. That was the third day.

### **The Fourth Day**

God said, "I command lights to appear in the sky and to separate day from night and to show the time for seasons, special days, and years. And that's what happened. God made two powerful lights, the brighter one to rule the day and the other to rule the night. He also made the stars. God looked at what he had done, and it was good. That was the fourth day.

### **The Fifth Day**

God said, "I command the ocean to be full of living creatures, and I command birds to fly above the earth." So, God made all the living

creatures that swim in the ocean. He also made every kind of bird. God looked at what he had done, and it was good. That was the fifth day.

### **The Sixth Day**

God said, "I command the earth to give life to all kinds of tame animals, wild animals, and reptiles." And that's what happened. God made every one of them. Then he looked at what he had done, and it was good.

God said, "Now we will make humans, and they will be like us. We will let them rule the fish, the birds, and all other living creatures."

So, God created humans to be like himself; he made men and women. God gave them his blessing and said:

Have a lot of children! Fill the earth with people. Rule over the fish in the ocean, the birds in the sky, and every animal on the earth.

I have provided all kinds of fruit and grain for you to eat. And I have given the green plants as food for everything else that breathes. These will be food for animals, both wild and tame, and for birds.

God looked at what he had done. All of it was very good! That was the sixth day.

So, the heavens and the earth and everything else were created.

### **The Seventh Day**

By the seventh day God had finished his work, and so he rested. God blessed the seventh day and made it special because on that day he rested from his work.

## Discussion

Q. How was the story introduced?

A:

- *An activity.*
- *Creating something out of a sheet of newspaper.*
- *God created all things out of nothing.*

Q. What was the application?

A:

- *God's creation is special.*
- *People are extra special, and we need to appreciate/value them.*
- *Group was asked for practical opportunities this week.*

Q. What was the teaching point?

A:

- *God's creation is special.*
- *People are extra special, and we need to appreciate and value them.*

Q. What method was used to tell the story?

A:

- *The story of creation was narrated by a leader.*
- *Every listener was involved in representing the story with their actions.*

Q. How did this help the listeners to engage with the story?

A:

- *Took part in a fun activity that linked to the story.*
- *Everyone was involved in the storytelling and they had to listen carefully in order to do the right actions.*
- *The listeners played an active part in how the teaching was going to be applied in their lives that week.*
- *The application was very practical and appropriate to their age and context.*

✔ **Story 2**  
— **Crossing the Red Sea**



Story of crossing the Red Sea.

(picture 3.12)

**Context:** Through circumstances of hardship, and becoming refugees, Abraham’s family (known as God’s people) grew into a large immigrant people group within the borders of the nation of Egypt. The Egyptians became very afraid of them, so they made them slaves and treated them harshly to keep them under control.

**Scripture:** Exodus 14 = Moses parting the Red Sea.

➤ **TEACHING POINT**

- God continues to protect His people.

➤ **INTRODUCTION**

Challenge — crossing the chasm on pieces of newspaper (three per team).

- Divide the participants into smaller groups and get them to cross from one line to the other using pieces of newspaper (feet must be completely on the newspaper and not touching the floor).
- When one team has won the challenge, explain the link to the story of a whole nation crossing an ocean to escape their enemy.

## ➤ STORY

Participative mime with sound effects:

— If there is a river nearby, tell the story on the riverbank.

- a. Divide the group into the main characters:
  - The Israelites (unarmed).
  - The Egyptians (armed and dangerous).
  - Moses (with a stick).
  - The Red Sea (lines of participants holding hands and “rippling”).
- d. Dramatically set the scene (emphasising the Israelites predicament).
  - Perhaps get some cries of terror and threatening shouts.
- e. When Moses raises his stick get the waves to part (drop hands, turn 90 degrees, hold hands again, step backwards).
- f. When the Egyptians enter the sea, Moses raises his stick, and they are “swallowed” by the waves.

## ➤ APPLICATION

- We can find ourselves and our families and communities in really difficult situations, God will be with us in those situations if we ask him to be.

## ➤ SCRIPT

**Text:** Exodus 14 (edited)

Then the Lord said to Moses, 2 “Tell the Israelites to turn back and camp near the sea directly opposite Baal Zephon. 3 Pharaoh will think, ‘The Israelites are wandering around the land in confusion, hemmed in by the desert.’ 4 And I will harden Pharaoh’s heart, and he will pursue them. So the Israelites did this.

5 When the king of Egypt was told that the people had fled, Pharaoh and his officials changed their minds about them and said, “What have we done? We have let the Israelites go and have lost their services!” 6 So he had his chariot made ready and took his army with him. 7 He took six hundred of the best chariots, along with all the other chariots of Egypt, with officers over all of them. 9 The Egyptians — all Pharaoh’s horses

and chariots, horsemen and troops — pursued the Israelites and overtook them as they camped by the sea opposite Baal Zephon.

10 As Pharaoh approached, the Israelites looked up, and there were the Egyptians, marching after them. They were terrified and cried out to the Lord. It would have been better for us to serve the Egyptians than to die in the desert!" 13 Moses answered the people, "Do not be afraid. Stand firm and you will see the deliverance the Lord will bring you today. The Egyptians you see today you will never see again. 14 The Lord will fight for you.'

15 Then the Lord said to Moses, "Why are you crying out to me? Tell the Israelites to move on. 16 Raise your staff and stretch out your hand over the sea to divide the water so that the Israelites can go through the sea on dry ground. 17 I will harden the hearts of the Egyptians so that they will go in after them. 18 The Egyptians will know that I am the Lord when I gain glory through Pharaoh, his chariots and his horsemen."

21 Then Moses stretched out his hand over the sea, and all that night the Lord drove the sea back with a strong east wind and turned it into dry land. The waters were divided, 22 and the Israelites went through the sea on dry ground, with a wall of water on their right and on their left.

23 The Egyptians pursued them, and all Pharaoh's horses and chariots and horsemen followed them into the sea. 24 During the last watch of the night the Lord looked down at the Egyptian army and threw it into confusion. 25 He jammed the wheels of their chariots so that they had difficulty driving. And the Egyptians said, "Let's get away from the Israelites! The Lord is fighting for them against Egypt."

26 Then the Lord said to Moses, "Stretch out your hand over the sea so that the waters may flow back over the Egyptians and their chariots and horsemen." 27 Moses stretched out his hand over the sea, and at daybreak the sea went back to its place. 28 The water flowed back and covered the chariots and horsemen — the entire army of Pharaoh that had followed the Israelites into the sea. Not one of them survived.

29 But the Israelites went through the sea on dry ground, with a wall of water on their right and on their left. 30 That day the Lord saved the Israelites from the hands of the Egyptians. 31 And when the Israelites saw the mighty hand of the Lord displayed against the Egyptians, the people feared the Lord and put their trust in him and in Moses his servant.

## ❖ Discussion

Q. How was the story introduced?

A:

- *A fun challenge.*
- *Crossing the chasm on chairs.*
- *Our story looks at a whole nation crossing the sea.*

Q. What was the application?

A:

- *We can sometimes find ourselves in difficult situations.*
- *God promises to be with us.*
- *We need to ask God to help us.*

Q. What was the teaching point?

A:

- *God is with us in every situation **especially** the difficult ones.*

Q. What method was used to tell the story?

A:

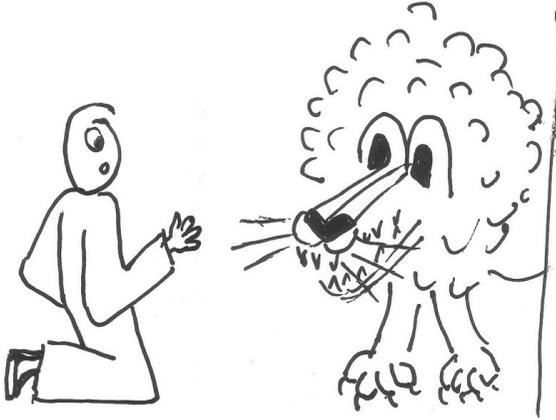
- *The story was narrated by a leader.*
- ***Every** listener was involved either by playing a character (Israelite or Egyptian) or by being the Red Sea.*
- *There were sound effects as well (made by the participants).*

Q. How did this help the listeners to engage with the story?

A:

- *Took part in a fun challenge that linked to the story.*
- *Everyone was involved in the storytelling and they had to listen carefully.*
- *The application was practical and was related to potential situations in their lives that week.*

✔ **Story 3**  
— Daniel in the lions' den



Story of Daniel in the lion's den.

(picture 3.13)

**Context:** God's people have been so unfaithful that God has allowed them to be defeated in battle and they have lost their land. Some of their best people have been carried away to serve their enemies. Daniel is one of them. For 50 years he serves the occupying power. Now an old man, he has risen to great influence in the whole empire.

**Scripture:** Daniel 6 = Daniel in the lions' den.

➤ **TEACHING POINT**

- God is always faithful and calls us to be faithful too.

➤ **INTRODUCTION**

- Ask the question: "Has anyone of you ever got into trouble for doing the right thing?"
- Link those feelings of injustice to today's story.

➤ **STORY**

Tell the story in the form of a game:

- a. Divide the group into equal teams and get them to sit in lines. Place a chair opposite the front of each line.
- g. Assign a character or action to each member of the team.

- Daniel, King, Advisors, Lions, Pray, God.
- When the person hears their name (or action) in the story they run to the front and touch the chair.
  - Give a point for the first person to touch the chair. Keep score for the teams.

## ➤ APPLICATION

- Daniel was not prepared be unfaithful to God, so he continued to pray and ask for help even when under pressure to worship a statue and neglect the Living God.
- No matter what pressure we are under, we too should understand how important our relationship to the Living God is, and always keep our relationship with him strong.
- Ask: What helps us to do that? (...to be faithful to God, to keep our relationship with God strong?)

## ➤ SCRIPT

**Text:** Daniel 6:1– 27 (edited)

*The **King** divided the kingdom into 120 provinces, each under an **advisor**. **2** The **advisors** were accountable to three presidents (**Daniel** was one of them). **3 Daniel** soon proved himself more capable than all the other presidents and **advisors**, for he had great ability, and the **king** began to think of placing him in charge of the entire empire. **4** This made the other **advisors** very jealous, and they began searching for some fault in the way **Daniel** was handling his affairs so that they could complain to the king about him. But they couldn't find anything to criticize! He was faithful and honest and made no mistakes. **5** So they concluded, "Our only chance is his religion!"*

***6** They decided to go to the **king** and say, "O **King**, live forever! **7** We **advisors** have decided that you should make a law, that cannot be changed, that for the next thirty days that no-one can **pray** to anyone unless it is to the **King**. If they do, they shall be thrown to the **lions**. **8** O **King**, we request your signature on this law; sign it so that it cannot be changed. **9** So the **King** signed the law.*

***10** But though **Daniel** knew about it, he went home and knelt down as usual and prayed three times a day, just as he always had, giving thanks to his **God**. Every day he **prayed**.*

**11** All the **advisors** saw **Daniel praying**. **12** They rushed back to the **king** and reminded him about his law. "Haven't you signed a law, that says no-one can **pray** to anyone, not even **God**? And anyone who **prays** to **God** will be thrown to the **lions**?" — "Yes," the **king** replied, "it is a law that cannot be changed" **13** Then the **advisors** told the **king**, about **Daniel praying to God**. **14** The **king** was very angry with himself for being tricked by the **advisors** and wanted to save **Daniel**. But he couldn't because the law couldn't be changed.

**16** So the **king** gave the order for **Daniel's** arrest, and he was taken to the den of **lions**. The **king** said to him, "May your **God**, whom you worship continually, deliver you." And then they threw him in. **17** A stone was brought and placed over the mouth of the **lion's** den; and the **king** sealed it with his own ring, so that no one could rescue **Daniel** from the **lions**.

**19** Very early the next morning the **King** hurried out to the **lions' den** **20** and called out "O **Daniel**, servant of the Living **God**, was your **God**, whom you worship continually, able to save you from the **lions**?" **21** Then he heard a voice! "O **King**, live forever!" It was **Daniel**! **22** "My **God** has sent his angel, to shut the **lions' mouths** so that they can't touch me, for I am innocent before **God**." **23** The **king** was so happy and ordered **Daniel** lifted from the **lion's den**. And not a scratch was found on him because he believed in his **God**.

**24** Then the **king** issued a command to bring the **advisors** who had accused **Daniel** and throw them into the **lion's den**, and the **lions** leaped upon them and tore them apart before they even hit the bottom of the den.

**25–26** Afterward the **King** wrote this message addressed to everyone in his empire: "Greetings! I decree that everyone shall tremble and fear before the **God** of **Daniel** in every part of my kingdom. For his **God** is the living, unchanging **God** whose kingdom shall never be destroyed and whose power shall never end. **27** He delivers his people, preserving them from harm; he does great miracles in heaven and earth; it is he who delivered **Daniel** from the power of the **lions**."

## ❖ Discussion

Q. How was the story introduced?

A:

- A question.

- *The feelings raised by the question linked to the character in the story.*

Q. What was the application?

A:

- *It is really important to stay faithful to God.*
- *We need to find ways to stay close to God.*

Q. What was the teaching point?

A:

- *Daniel stayed faithful to God, even when things were difficult.*
- *Praying every day was his way of staying connected to God.*

Q. What method was used to tell the story?

A:

- *The story was incorporated into a game.*
- **Every** listener was involved in the game.
- *Participants had to run to the front every time their character or action was mentioned in the story.*

Q. How did this help the listeners to engage with the story?

A:

- *The opening question reminded them of a time when they experienced injustice which was linked to the story.*
- *Everyone was involved in the storytelling and they had to listen very carefully.*
- *The participants identified how they could apply the teaching to themselves.*
- *This made the application relevant and applicable to them.*

## ■ H. Bible Story Telling — Practice



90 minutes



Telling a story to children.

(picture 3.14)

### ✔ **Group Work**

Divide all into their four groups. Allow 20 minutes for this task.

#### **Context:**

Explain that having watched three stories being told in different ways it is now time for the participants to plan and tell a story from the Bible.

### ➤ **ALL GROUPS**

#### **Instructions:**

Ask all groups to:

- a. Choose one of the three stories that they had on their list at the start of this module.
- **Note:** Make sure that each group is doing a different story and don't let them choose David and Goliath as they will all be telling this story later. Wait until all groups have done this, then write up on the board

the title of the Bible story that each group has chosen. Go around the room while they are working and make sure there are no duplicates.

- b. Now ask the groups to decide on a teaching point, introduction, application, and storytelling method for their story.
- **Note:** They should already have this on their planning list they made earlier. However, if they want to change any of those elements let them do so.

Now give them twenty minutes to prepare to tell their stories and to gather any props they might need.

- Encourage them to involve as many of their listeners in the story as possible and to be as creative and engaging as possible.

Tell them they have 20 minutes to prepare.

## ❖ Skill Set

Now invite each group in turn to tell their story.

- Make sure everyone is engaged and listening, and not spending more time planning their own story!
- Any group members not directly involved in telling the story should join in with the other participants.

Give feedback to the groups being **honest** and **generous** – there is much to learn from things that could have been done better, and much encouragement from things that went well.

## ❖ Chat Back

Ask all groups to say how they found the process of planning a story in this way and what it was like to experience a story being told in this way.

- Was the process helpful?
- Was there a lot of fun?
- Was the Bible teaching clear?

## ❖ Key Point

For participants to write down:

- When teaching a Bible story to children it is important to plan each element carefully.

- Good planning will give us the best opportunity to engage our listeners in the Bible story.
- We need an introduction connecting with the child's experience and an application for their lives today.
- It is important to teach one clear point from the story.
- Being creative in how we tell the story takes more work, but it is worth it.

## ■ I. One Story, Four Ways



80 minutes

### ✔ Group Work

Divide all into their four groups. Allow 20 minutes for this task.



David and Goliath.

(picture 3.15)

#### **Context:**

Explain to all the groups that they are each going to teach the story of David and Goliath using the method that we have just learnt.

### ➤ ALL GROUPS

#### **Instructions:**

Ask all groups to:

- choose one teaching point, a way to introduce the story, a practical application, and a creative way to tell the story.

**Note:** Each group must use a different type of introduction, a different teaching point and a different way to tell the story.

**Hint:** To ensure that each group is using different methods ask them to tell you what they are doing before they start the preparation. If another group has already chosen that method, then send them away to think of another idea.

**Note:** The application, while different (related to the teaching point), doesn't have to use a unique method, though it would be good to encourage creativity in this element as well.

Tell them they have 20 minutes to prepare.

### ❖ Skill Set

Now invite each group in turn to deliver their teaching from the story of David and Goliath.

- Make sure everyone is engaged and listening!  
Give feedback to the groups being **honest** and **generous** – this is the best way for them to learn.

### ❖ Chat Back

When asking the groups to feedback about the process be sure to emphasise that it is very possible to use the same story to teach different biblical truths in a variety of creative and engaging ways.

### ❖ Key Points

For participants to write down:

- Thinking creatively about how we teach Bible stories brings even the most familiar stories to life.
- Good planning will give us the best opportunity to engage our listeners in the Bible story.
- One story can provide many opportunities for our listeners to learn.

## ■ Review



10 minutes

## ❖ What have we learnt?

- When looking at a Bible passage, focus on one just learning point rather than many, which may confuse the children.
- An introduction gets the attention of the listener. It makes it easier for children to move from their experience of the familiar world around them, into the unfamiliar world of the Bible story.
- A good introduction is one that is linked to the point you want to make from the Bible story.
- A good introduction is relevant to the age of the child and related to the social and cultural circumstances in which the child lives.
- An application takes the truth of the story in the Bible and makes it relevant for the children to use in their lives in the familiar world around them.
- A good application is relevant to the age of the child and related to the social and cultural circumstances in which the child lives.
- Children need to know that the teaching comes from the Bible, a special book inspired by God, and that it is true.
- We should treat God's word with respect and show children that we value it highly.
- Thinking creatively about how we teach Bible stories brings even the most familiar stories to life.
- Good planning will give us the best opportunity to engage our listeners in the Bible story.
- We need an introduction connecting with the child's experience and an application for their lives today.





Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 4

## Communication Skills

**90** minutes

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.a (npf) = February 2022.

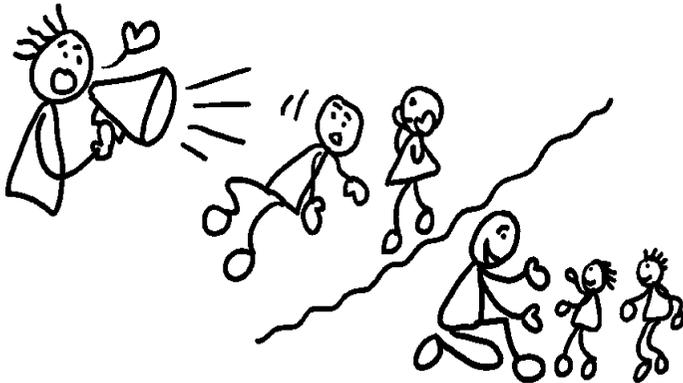
Language: English.

# ■ module 4

## Communication Skills

total time **90** minutes

---



Some ways to communicate are better than others.

(picture 4.1)

### ❖ Aim

To examine good and effective ways to communicate with children.

*The dictionary states that communication is more than passing and receiving information. It is "to have a sympathetic personal relationship with another". Before you can effectively communicate with a child, a friendship relationship is an important foundation.*

#### **PREPARE BEFOREHAND**

Photocopy and cut into strips the Group Work questions from the Annex.

Make sure you have the props required for the Dramatic Point: a very small, badly drawn picture of the lost sheep; an obstacle to stumble over; a big Bible, and a lectern or table.

## ■ A. Group Communication



40 minutes

### ✓ Group Work

Tell the groups they have three minutes to discuss their questions.

#### ➤ YELLOW GROUP

Q: Why do we need effective communication with children?

A:

- *To build a relationship with them.*
- *So they can understand what is expected of them.*
- *To tell them the good news of Jesus Christ.*

#### ➤ GREEN GROUP

Q: What methods can we use to communicate with children?

A:

- *Speech.*
- *Use of illustrations.*
- *Writing.*
- *Use of drama and mime.*
- *Music and videos.*
- *Body language.*

#### ➤ BLUE GROUP

Q: What bad methods can we use to hinder or destroy communication?

A:

- *Unhelpful facial expressions.*
- *Use of words in an angry way.*
- *Being boring.*
- *Ignoring a child.*
- *Shouting at a child.*

- *Demeaning language such as sarcasm, shaming, belittling, etc...*

## ➤ RED GROUP

Q: How do we know if we have communicated effectively with the children?

A:

- *If the children are attentive and participating.*
- *If they do what you have requested.*
- *If the children can repeat back what they have been told.*

## ❖ Chat Back

Let each group in turn share their responses.

## ❖ Dramatic Point

You are going to present a short drama to the participants.

Tell the participants that they can relax for a while and imagine they are children at a Christian meeting. Their leader (you will play this part) is a little late but is on the way. When the leader comes, they are to observe the excellent way he or she communicates. Ask them if they are ready.

Exit the hall and prepare for your entry. The participants will be looking for a quality performance, but instead you will give them the total reversal of what is good! Your task is to make a complete mess of it.

Try to use some of the following ideas in your presentation!

### Script:

Your entrance and introduction:

- Slam the door behind you.
- Walk in quickly clutching your Bible against your heart.
- Trip over something and stumble, shouting out, "Who left that on the floor? Peter, it must have been you, stupid boy".

Your interaction with the children:

- Say nothing to them.
- Do not look at them, look over their heads.
- Stand at the front talking to yourself while you try to find your notes for the meeting.

- Stand at a distance, behind a lectern or table.

Saying a prayer:

- To be said in a very pious way. Use very churchy language. Make it up yourself, but something below may be helpful.  
 “Will you all now be quiet because we are going to present our petitions to the Lord our Sovereign Redeemer.”  
 “Gracious Omnipotent Father, Omnipresent, Eternal Mediator between the Adam in us and the Righteous Judge. Cover us in the blood of the Lamb. Amen”

Telling a Bible story:

- Prepare a very small and badly drawn picture in pencil of a shepherd and some sheep. Also, there should be a lost sheep almost out of sight in the picture.
- Read in a monotonous voice and either keep your head in the Bible or look over the heads of the children.

Read Matthew 18:12-14

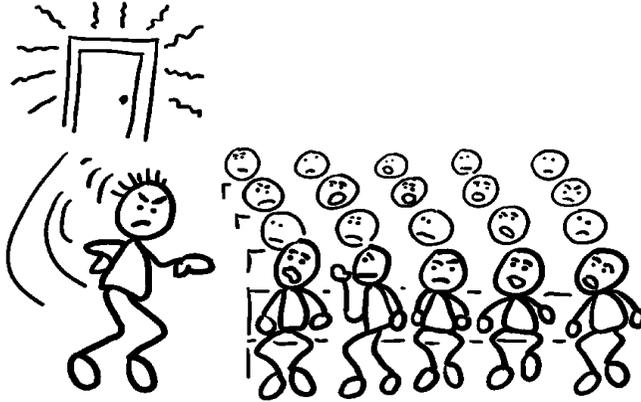
- At the close hold up the picture you have prepared, and explain the drawing that they can hardly see! Say something like:  
 “Here is the shepherd ... and over here are the ... 99 sheep who are lost ... No, I’ve got that wrong ...there were 100 sheep ... and let me see (look at the Bible) ... Ah yes, there is just one lost, so that does leave 99 doesn’t it ... yes I remember, the 99 are these ones ... now let me see if I have it right ...”
- (Put the picture on the desk so the children cannot see anything and start counting) “1, 2, 3, 4, 5, and so on. Now over there is the lost one.”
- (Pause and look up) “Now the application for you is ... let me think now ... there must be a good reason for this story ... Oh yes, you must remember never get lost. That’s it.”

Closing:

- Look up from the desk and look angry.
- Say something like: “Peter why are you laughing? Well I’m bored and fed up with you too!”
- Throw the paper away and walk out.
- Slam the door.

## ❖ Circle Conversation

Ask the participants to get into their groups for four minutes and discuss what they have learned from the exercise, and exactly what they would do differently.



Example of getting it all wrong!

(picture 4.2)

## ❖ Chat Back

After four minutes invite feedback from the groups. Some of the things they need to identify are:

- You entered in a rush.
- You did not like us.
- Looked threatening and unfriendly.
- Behaved too strictly and seriously.
- Made no eye contact with the children.
- Prayer full of church jargon and cliché.
- Read the Bible too quickly to be understood.
- By standing behind a lectern you are creating a barrier between you and the children.
- Too much like an adult presentation.
- No interest or engagement with the children.
- Picture too small and uninteresting.

A spokesperson from each group should list the errors made and the corrections that their group would make to that presentation.

### ❖ **Info Item**

Emphasise also the following aspects of communicating effectively to a group of children:

- The leader should always face the group. If the group is in a circle, the leader should stand at the edge and not in the centre.
- Make eye contact across the whole group, don't just keep your focus on a few faces. Include everyone.
- Any leader who is not presenting can be among the children and encourage their participation and active attention.

### ❖ **Key Points**

Ask participants to write down:

- Communication is not about making children do what you tell them but more about building a trusting relationship with them.
- Communication is achieved through us creating a good atmosphere, the good use of words and the use of effective illustrations.

## ■ B. One to One with Body Language



25 minutes

**Context:** Explain that we have looked at group communication and we will now consider relating to just one child.

**Hint:** The following item should be presented interactively and with good humour, exaggerated in order to let people laugh and understand the message. You will essentially get the participants to tell you to move from ridiculous situations to something that looks right.

### ❖ Dramatic Points

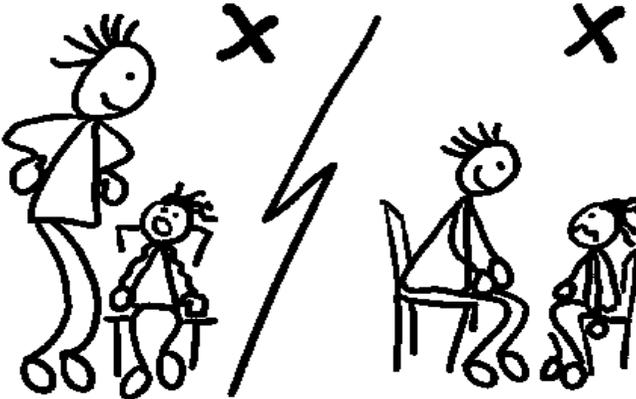
Ask for a volunteer to come out to the front. Sit them in a chair and stand right next to them, staring down at them. Ask the participants:

Q: Is this a good position to be?

A: *No, you are too close.*

Q: Any other reason?

A: *You are staring down at them from a great height.*

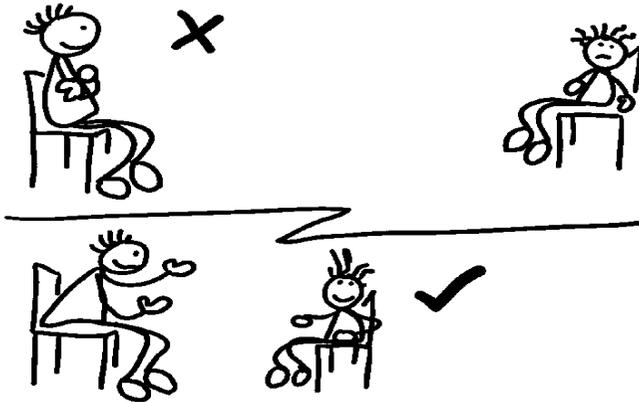


(picture 4.3)

Now you sit in a chair so that you can get down to their eye level. But you are still as close.

- Q: Is this ok?
- A: *No, you are too close.*

Next move to the other end of the room.



(picture 4.4)

- Q: Is this ok? I am at the same eye height and not too close?
- A: *You are too far away now.*
- Q: Does this mean that children have their own personal space?
- A: *Yes*

Now have the volunteer move your chair to the “right” position.

Now sit down in an unsmiling and rigid position with your arms folded. Give a quick unsmiling look to the participants and then stare at the volunteer in the chair.

Q: Is this ok? I am at the right height and I am now at the correct distance.

A:

- *Now you are too rigid and you need to smile.*
- *Unfold your arms.*
- *Relax your body.*

Q: So are you telling me that children get a message from our body language?

A: *Yes.*

## ❖ **Key Points**

Ask the participants to write down these key points:

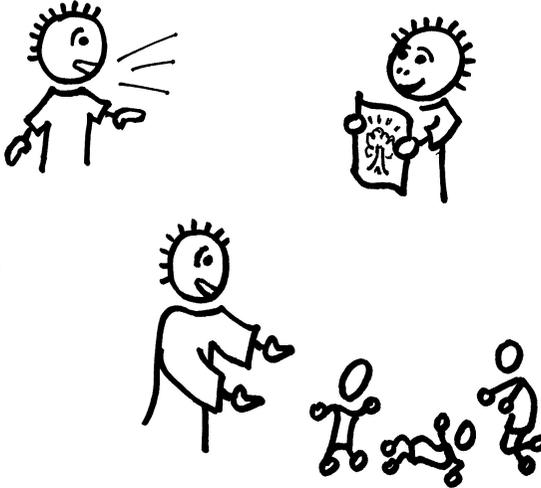
- Children need their own individual space.
- They will get messages from us through our body language as much as through our words.

## ■ C. Need for More than Talk!



20 minutes

We are trying to persuade participants to use visual and tactile activities as much as possible.



Using words, pictures and drama.

(picture 4.5)

## ❖ Crazy Challenge

In this competition, each group must try to estimate the correct percentage of information that children will remember in three situations. Each group must come to a consensus on their answers. Give them the three questions, then they have one minute to decide on their answers.

### Questions:

Q: If you just talk to children how much will they remember?

A: 10%

Q: If you use illustrations how much will they remember?

A: 50%

Q: If you involve them in drama or other activity about the story how much will they remember?

A: 80%

### ❖ Chat Back

Invite answers from each of the groups, and see which responses are closest to the figures given.

Emphasise that the precise figures may vary from one culture to another, but the principle remains constant.

### ❖ Key Point

Ask the participants to write down this key point:

- The more we involve children in a story, with visual aids and active participation, then the more they will learn and remember.

## ■ Review



5 minutes

### ❖ What have we learnt?

- Communication is not about making children do what you tell them, but more about building a trusting relationship with them.
- Communication is achieved through us creating a good atmosphere, the good use of words and the use of effective illustrations.
- Children need their own individual space.
- They will get messages from us through our body language as much as through our words.
- The more we involve children in a story, with visual aids and active participation, then the more they will learn and remember.

## Notepad

---

---

---

---

---

---

---

---

Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 5

## Reflecting on Childhood

**75** minutes

edition 1 (feb 2022)  
language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.b (npf) = February 2022.

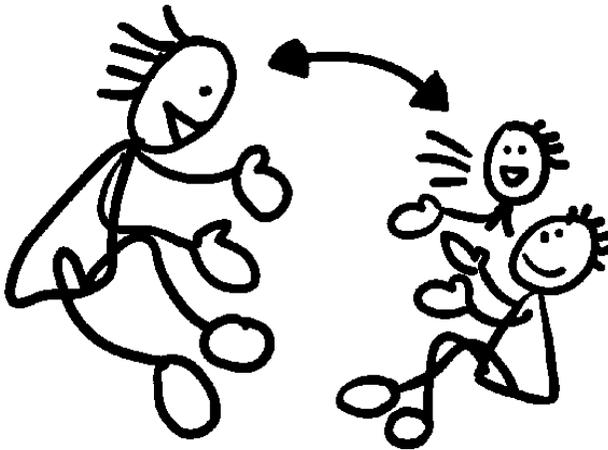
Language: English.

# ■ module 5

## Reflecting on Childhood

total time **75** minutes

---



Beginning to understand children.

(picture 5.1)

### ❖ Aim

To understand the pressures, problems and needs children have today; which may differ from those we experienced during our childhood and to realise we need to take time to LISTEN to them.

*This session should help the participants be aware of how their own childhood experiences may influence their life today. They will also recognise that they will have a big impact on the lives of the children they come in contact with.*

### PREPARE BEFOREHAND

Before this session, find some children to do the survey at the end of this module, following the instructions given there.

**Note:** If working in a second language, it may well be best to ask your host to do this as there will be no need for translation and the children may feel more comfortable to give their answers.

When complete read through their answers to find which are mentioned most frequently in each category. Make a note of the main answer for each question ready to insert in the right-hand column at the appropriate point of the session.

If necessary write out the questions on a board or flipchart.

Make two copies of the script for the Dramatic Point and ask two participants to read through it and be ready to perform it during this session.

## ■ A. Their Childhood



35 minutes

**Hint:** Make sure you have the children's survey results ready. **But don't tell the participants that you have done a survey!**

### ❖ Crazy Challenge

Explain the context for the next activity as follows:

**Context:** How well do you know the children or young people in your local area or church club? If you are working with children, you can't just assume that they have the same interests, fears, and such as you had when you were their age. So let's see how well you think you know today's child.

Give the groups the following instructions:

- a. Look at the questions on the screen (or board or flipchart).
- b. Assign each group a different question to start with. Tell us what answers 11-year-old girls or boys (the gender **MUST** be the same as those in your survey) in this locality would give to these questions **TODAY**.
- c. They are all children who do not come to church.
- d. Quickly decide in your group, what the 3 main answers are for your assigned question. When you have completed it, go to the next one.
- e. Write your answers on the left-hand column of the table under session 6 of your Picture Book.

#### Questions:

- What do they talk about when with their friends?
- What are they frightened of?
- What do they enjoy doing in their spare time?
- Who do they go to for advice if they have a problem?
- What changes would they like to make to their home environment (village, town, or neighbourhood)?
- What do they think about God?

talk	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____
fear	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____
do	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____
advice	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____
change	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____
God	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____

## ◆ Chat Back

Once time is up, invite responses from the participants. Put the participants' conclusions on the board in the left-hand column.

Now tell the participants:

"Thank you for your answers but, unfortunately, I don't think they're accurate. Here are my answers which I'm very confident are correct, and definitely far more accurate than yours".

(Try not to be arrogant, but be very confident that your answers are more accurate than theirs.)

Now write up the answers you got from the survey in the right-hand column. As you do this, comment on the participants' answers. It is important to do all of this in a humorous and slightly confrontational way.

Now say:

“Who agrees that my answers are the most accurate for children from this area?”

(You should get a negative reaction from people).

Have some fun with the participants, gently pushing them towards strongly disagreeing with you, after all, you are the one who isn't from their area.

When the debate has gone far enough regain quiet and ask very clearly:

“How many children did you ask in order to come to your answers?”

They will almost inevitably say 'none' but probably try to come up with other reasons as to why their answers are more accurate, ask them this follow up question:

- Q: “How can anyone really know what children think, want, fear, or who they would go to if troubled?”
- A: *By asking them questions and LISTENING to what they say.*

Explain that this is exactly what you did: you asked questions of some girls or boys of 11 years of age, and they gave you these answers. The secret for us adults to learn is this: to listen to children, one has to stop speaking!

## ❖ Dramatic Point

Now we want to demonstrate how communication sometimes happens between a parent and child.

### Instructions:

For this Dramatic Point you need two volunteers who are good talkers. If you don't know the group too well then ask your host's advice as to who should be asked. Prepare them in advance (out of the hearing of the other participants), explaining:

- One is a parent, the other is a child.
- They are to have two different conversations with each other.
- The parent is distracted with some household task, or perhaps reading a magazine, and is NOT listening to the child, but merely carries on their own conversation when there is a pause.
- The two volunteers may use their real names for this sketch.

### Script: (C = child, P = parent)

|| (Child bursts into room, upset.)

C: Mummy, mummy, something terrible has happened!  
P: Hello Katherine.  
C: Mummy, Peter hit me in school!  
P: Yes, bad news about your aunty — had to go to hospital.  
C: He hit me so hard.  
P: The doctor said she had to have an operation. ...Oh dear!  
C: Then he pushed me to the ground and jumped on my head. Are you listening to me?  
P: You see your aunty doesn't have any money.  
C: The teacher came and blamed ME. It's not fair!  
(Child starts crying.)  
P: Don't worry, my dear. I'm sure your aunty will live.  
C: And I will never go to school again.  
P: It's OK, my love. Jesus will make her better.

**Question:**

Q: "What is happening in this drama?"

A:

- *The mother and daughter are having two different conversations.*
- *The mother isn't listening to her child and so isn't dealing with the real issue.*

**Comment:**

"Sometimes we hear but we're not actually listening!"

"Sometimes we have our own pre-conceived ideas of what the children want or need."

 **Key Points**

Ask participants to write down:

- To understand children we must LISTEN to them.
- To LISTEN probably means that we must sometimes stop talking!

## ■ B. My Childhood



35 minutes

These two exercises will show the participants that events in the past may influence their behaviour and thinking now.

**Caution:** It is common to get some strong reactions, especially during the first activity. This is because a person is recalling something or someone significant in their life. Be sensitive, acknowledging that it is OK to express these feelings, and encourage participants to support each other.

### ❖ Activity: Word Sense Exercise

Tell the participants that while they sit quietly, you will read out a list of ten words.

Ask them to do the following:

- a. Relax, close your eyes and be quiet.
- b. Think about the word you hear and the feelings you may have about it. (You may have very definite feelings about some of the words, but nothing about others).



Recalling our own childhood experience.

(picture 5.2)

**Explain:** after you have read out the list, there will be an opportunity to talk about whether the word evoked a good or bad feeling.

They may wish to share why they had particular feelings about one of the words, but there is no obligation to do so.

**Example:** Try to give a personal example from your own experience of a word, which triggers a bad or frightening memory.

**Wordlist:** Read out the first word in the list. Then leave a pause of at least ten seconds, allowing the participants time to reflect on the word and consider how they feel, and what they think about the word. They should remain relaxed and with their eyes closed. Then read out the next word and pause again. Continue through the list.

water | dog | fire | brother | policeman

winter | soldier | father | electricity | mother

Now ask everyone to open their eyes, and starting with the first word, 'water' ask:

Q: Did you have a comfortable feeling about water?

Ask if any would like to share what made them feel good about that word. Have one or two people share why it was a good word for them. (For example: Someone may have a beautiful lake near their home, which they like to sit by and relax.)

Q: Did any of you have any bad feelings about 'water'?

(For example: Someone may have been pushed into a river as a child and almost drowned, so they hate water and just hearing the word can bring back a flood of bad memories.)

Again, allow people to share their experiences, but only if they would like to. Go through **some** of the other words in the same way.

**Explain** to participants: What you have discovered about yourself is that even a small word can have a big emotional effect on you. Children too, have had a lot of good and bad experiences in their lives and you, as a children's worker, need to be alert to this. For example, it may not be sensible telling a child who has been beaten by his father, that God is our father. The word "father" will bring a lot of instant bad memories to the mind of that child.

## Key Points

Ask the participants to write down:

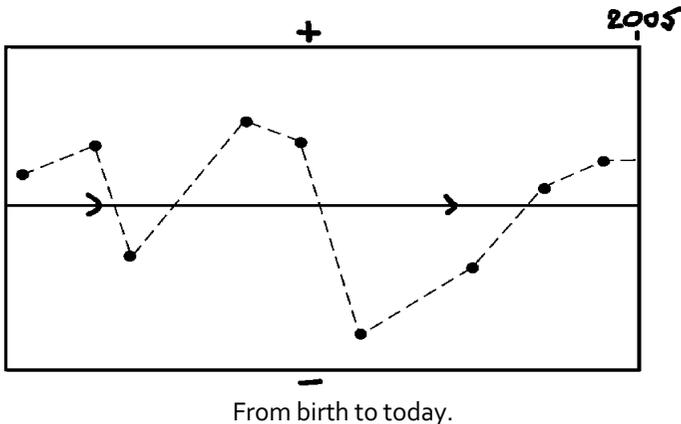
- A word can trigger a memory of something unpleasant.
- Children may react in negative ways when a word or situation reminds them of something unpleasant.

### ❖ Activity: Lifeline Exercise

Make sure everyone has a clean piece of paper.

Give instructions to the participants as follows:

- Place the paper so that the longest edge goes from left to right, then draw a line in the middle of the paper (left to right) along the centre.
- The line represents your life, with the left-hand edge representing your birth and the right-hand edge, today.
- The half of the paper ABOVE the line represents the good memories and the half of the paper BELOW, the bad.
- Starting at the left (your birth) gradually move along the "lifeline" putting a dot where you have a good or bad memory, particularly in your childhood.
- The further the dot is from the centre line will indicate the strength of that memory.
- Unless it is very personal for you, try writing a word or two to say what the dot represents in your life.



(picture 5.3)

You (as facilitator) will need to demonstrate this on the board using your own experience.

**Sharing:** Ask the participants to join in pairs with another person of the same gender. The pairs should:

- Spend five minutes together sharing their “lifeline” with each other.
- Say whether those things still affect them today as an adult.
- Pray for each other.

**Caution:** This second activity could be a very emotional time for some participants who have had bad experiences as a child. As facilitator you need to be sensitive to this. Always give participants the option to put a dot on their “life–line” and not explain it to their partner. You may also need to let the time for prayer be extended.

## ❖ Key Points

Ask the participants to write these key points down in their notes:

- The children you are involved with also have good and painful experiences to deal with.
- Sometimes, children try to deal with the bad experiences by pretending that they never happened.
- One of our tasks is to give children the very best experiences to look back on, like good building blocks.

## ■ Review



5 minutes

### ❖ What have we learnt?

- To understand children we must LISTEN to them.
- To LISTEN probably means that we must sometimes stop talking!
- A word can trigger a memory of something unpleasant.
- Children may react in negative ways when a word, or situation, reminds them of something unpleasant.
- The children that you are involved with also have good and painful experiences to deal with.
- Sometimes, children try to deal with the bad experiences by pretending that they never happened.
- One of our tasks is to give children the very best experiences to look back on; good building blocks.

## Notepad

---

---

---

---

---

---

---



Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 6

## Games Skills

**180** minutes

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.b (npf) = February 2022.

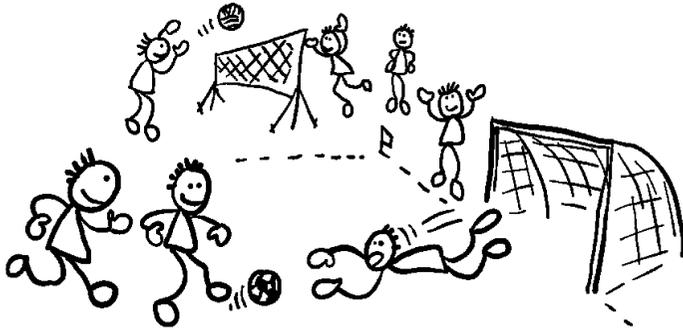
Language: English.

# ■ module 6

## Games Skills

total time **180** minutes

---



Playing games is good.

(picture 6.1)

### ❖ Aim

To show that games need to be an essential part of children's ministry.

*Many would suggest that games are not needed in Christian work with children, as the emphasis needs to be spiritual. Games play an important part in a child's development, especially for those who become little adults at a very early age. These children have missed valuable childhood experiences and games can help in this area.*

#### **PREPARE BEFOREHAND**

This is a very practical module where you will be leading a variety of games with the participants, and then facilitating an analysis of what is required to lead a game well. Make sure you have planned **four** different types of game and have everything you need to run them.

## ■ A. Reasons for Playing Games



15 minutes

### ❖ Quick Buzz

Ask the participants to divide into their four groups. Give them three minutes to answer the following question:

Q: Why play games? Discuss and make a list of reasons for playing games.

### ❖ Chat Back

After they have had three minutes, invite feedback from the groups and write up responses at the front on a board or flipchart paper.

A:

- *Fun — it is OK for children to be happy.*
- *Exercise — it is good to care for the body.*
- *Relationship building — between leaders and children.*
- *Self-discipline — children can discipline themselves.*
- *Competition — how to compete with good will.*
- *Friendship — between leaders and children.*
- *Relaxation — leaders and children can relax together.*
- *Teamwork — helps children work together.*
- *Achievement — the child can achieve and feel success.*
- *Co-ordination — helping children develop motor skills.*
- *Spiritual — many games illustrate spiritual truths.*
- *Confidence — helps children's self-esteem.*

**Hint:** Try to make sure that the items above are discussed if the groups do not mention them in their lists. It is always a good idea, if you have time, to question some answers to get more detail. For instance, if someone says, "friendship," ask, "Why friendship?" They will then have to think and come up with the answers and possibly say something like, "I suppose that when

you play with children you are all laughing together.” If they cannot think of a response say, “Can anyone else help me?”

### ❖ **Key Point**

Ask participants to write down:

- Games are not just about having fun, but are a vital part of a child’s growth and learning. A child who does not play is a very sad young person.

## ■ B. Games Learning and Analysis



90 minutes

**Note:** All of the pictures in this section are to guide you as the facilitator of the session. They are not in the presentation slides or the wordless booklet.

### ❖ Everybody Together

#### GAME 1 = Under Over Relay

**Hint:** See Easy Games Book p184–185: this game fits into the category of Team / Relay / Competitive / Medium Energy!



Under Over Relay game.

(picture 6.2)

#### INSTRUCTIONS

- Teams in straight lines, one behind the other (make sure team numbers are equal).
- Give a ball to the first person in each team.

- On the word 'Go' the ball is passed backwards between your legs to the person behind.
- This person then passes the ball backwards over their head to the person behind.
- Pass the ball 'under' and 'over' in this way until it reaches the last person in the team.
- When it reaches the last person, they run to the front and the process starts again.
- When everybody is back where they started the whole team sits down.
- First team to sit down having completed the game is the winner

Make sure you are watching carefully to see the order in which the teams finish and that the rules were obeyed, use other leaders to assist where necessary.

## ❖ Quick Buzz

**Note:** After each game, use these same questions for analysis with all the participants together.

Q: What equipment did we need to play the game?

A:

- *One ball for each team (Game 1).*
- *Two or three paper bats – depending on numbers (Game 2).*
- *Plastic bottle and two balls for each game (Game 3).*
- *Variety of small everyday items (Game 4).*

Q: What other practical preparations did we need to consider before playing the game?

A:

- *Enough space for the game to be played.*
- *Area needed to be safe and free from hazards.*
- *A main leader to run the game.*
- *Enough other leaders to help run the game well (...ask participants to identify what roles other leaders had).*

- *Suitability of the game for the group.*
- *Consideration for any participants with additional needs or disabilities (...this may not get mentioned).*

Q: How did we start the game?

A:

- *Waited for silence before giving instructions.*
- *Explained the aim of the game.*
- *Clearly gave the rules for the game (what you can do and what you can't do).*
- *Explaining the penalties for cheating.*
- *Explaining the reward for winning.*
- *Made sure teams were equal in number.*
- *Gave a brief demonstration to reinforce the instructions.*
- *Gave a very clear signal to start the game.*

Q: How did we run the game?

A:

- *Refereed the game fairly and clearly.*
- *Made sure rules were enforced consistently.*
- *Encouraged participants.*
- *Had a definite end to the game.*
- *Told the participants who had won.*
- *Ended the game while participants were still enjoying it.*

## ❖ Info Items

Other things to think about:

- Always be ready to start the game, don't leave the children waiting around while you get ready.
- If you are working with a wide age range, make sure that the teams have an equal balance of ages (and abilities) in them.
- Be enthusiastic!
- Get leaders to join in the game where appropriate, but...
  - DO NOT be too rough or over-competitive; and

- NEVER cheat.
- Any leaders not directly involved in the game should encourage the children who are playing.
- NEVER let leaders who are not involved in the game become a distraction to the children.

## ❖ All Together

### GAME 2 = Pass it On

**Hint:** See Easy Games Book p106–107: this game fits into the category of Individual / Circle / Medium Energy / Competitive!



Pass it On game.

(picture 6.3)

### INSTRUCTIONS

- Ask the participants to stand a circle, with everyone facing outwards (**Note:** this is different to the book where they suggest the players are seated).
- When the game starts two or three (depending on number of players) paper bats are passed around the circle from person to person.

- When the leader shouts 'stop' (or blows the whistle) whoever is holding the bat is 'out'.
- **Note:** When the leader shouts 'stop' (or blows the whistle) the person holding the bat must keep holding it and not drop or throw it away (...they cannot avoid being 'out!').
- The people who are out must stay in the circle but turn and face inwards. When the game continues players must pass the bat around the outside (not across the inside) of these people.
- As more people are 'out' of the game, remaining players will have to run around the outside of the circle to pass the bat to the next player.
- Players must NEVER throw the bat to the next person.
- The leader controlling the game should keep their back to the players or close their eyes (so they cannot "choose who is 'out'). Appoint other leaders to watching to see who is 'out'.
- Last one or two players left 'in' win the game!

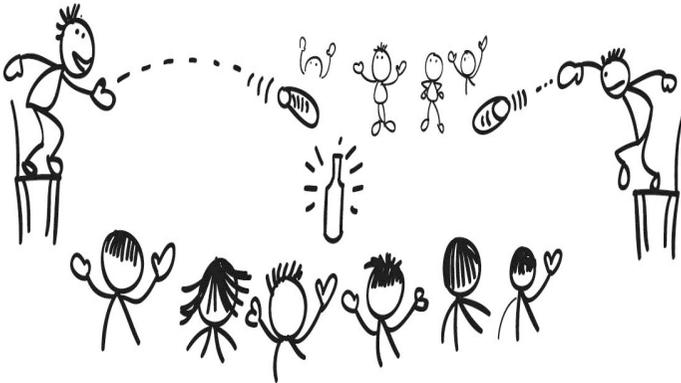
### ❖ Quick Buzz

Use the questions given above to help participants analyse the game play.

### ❖ All Together

#### GAME 3 = Hit the Bottle

**Hint:** See Easy Games Book p204–205: this game fits into the category of Team / High Energy / Competitive! **Note:** If you have over 20 participants divide into four teams and play two games at the same time.



Hit the Bottle game.

(picture 6.4)

## INSTRUCTIONS

- Divide participants into equal teams and have them sit facing each other in two lines (**Note:** this is different to the book where they suggest that people are standing).
- Place an empty chair at each end, between the two teams, with a ball on each, and a plastic bottle one third full of water on the centre spot (see the diagram).
- Now number team members from left to right, as you face them, and repeat for the opposing team (...this will mean that the two number 'ones' are at opposite ends of their teams).
- Leader calls a number and the corresponding team member from each team runs to the chair on their right, stands behind it (**Note:** this is different to the book which suggests they stand on the chair) and throws the ball at the bottle.
- If they miss the bottle, they collect their ball, run to the chair at the other end and throw again.
- First person to hit and knock over the bottle wins a point for their team.
- When all team members have had a go at hitting the bottle the team with the most points are the winner.
- If a player throws the ball from in front of the chair rather than behind it and knocks over the bottle, they have broken the rules and

the point goes to the other team (...it is very important that you consistently enforce this rule).

**Hint:** Keep a note of the numbers you have called so that you don't call a number twice or miss it altogether. Also make sure you keep the score on a piece of paper so that you know who has won. You may wish to use another leader to help keep score.

## ❖ Quick Buzz

Use the questions given above to help participants analyse the game play.

## ❖ Everybody Together

### GAME 4 = Memory Recall

**Hint:** See Easy Games Book p140–141: this game fits into the category of Team or Individual / Low Energy / Competitive!



Memory Recall game.

(picture 6.5)

## INSTRUCTIONS

- Divide participants into equal teams.

- Place 15 to 20 small everyday items on a tray or something similar and cover them with a cloth or large sheet of paper. Items could be things like pen, leaf, watch, phone, match, pin, and so on.
- Place the tray of items in the middle of the teams so that they can all see the items and remove the cover for twenty seconds. After twenty seconds replace the cover and then the teams have two minutes to write a list of as many items as they can remember.

**Note:** If there are too many players for them to all look at the tray at the same time, take the tray to each team in turn allowing them twenty seconds to look and then have another leader to keep a two-minute time limit for them to write their list while the tray is taken to the next team.

- Nobody can touch any items on the tray, and nobody can write the items down until the tray is covered or taken to the next team.
- To end the game, call out all the items on the tray while the teams check their lists, the team with the most correct items on their list is the winner!

### ❖ Quick Buzz

Use the questions given above to help participants analyse the game play.

### ❖ Info Items

Explain to participants the following points:

- Different types of games offer variety and maintain interest: they can mix and match from the following types. Give some examples.
  - team games — or — circle games.
  - competitive — or — cooperative.
  - taking turns — or — opting out.
  - energetic, fast pace — or — calming, slower.
  - musical games, drawing games, creative games.
- In some cultures, physical contact between children of the opposite sex is not appropriate. In this case it is better to have a game for the girls, then a game for the boys, and so on.

## ❖ Key Points

Ask the participants to write down these key points:

- For games to be effective there needs to be careful planning and preparation so that the children enjoy the activities.
- Make sure that games are properly refereed. If you let children cheat in a game then you are implying that cheating in life is OK.

## ■ C. Games Skills Practice



50 minutes



Trying out new games.

(picture 6.6)

### ❖ Skill Set

Bring all the participants back into their four groups and ask them to plan and run a game of their choice.

**Hint:** Ask the groups to tell you what game they have chosen, so that you don't get games being repeated by more than one group!

The game must last for a maximum of five minutes and they will have ten minutes to prepare.

### ❖ Quick Buzz

After each group has run their game, use the analysis questions with everyone together to ensure that the groups have planned and run the games well.

### ❖ Key Points

Ask the participants to write down these key points:

- If games are run well, they can be a powerful tool in outreach.
- It takes time to plan games well, but it is worth the investment.

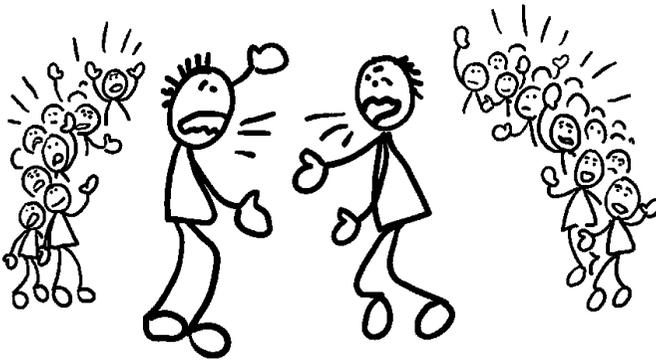
## ■ D. Games Debate



20 minutes

The reason for this roleplay is to help the participants to draw on what they have just learnt, as well as to help them realise that there will be some opposition to the idea of playing games. It will also be very amusing.

### ❖ Roleplay



Having a debate.

(picture 6.7)

Invite two people who are good talkers (from different groups) to come to the front. Tell the participants that they are going to have a debate.

**Introduce** it something like this:

“On my left is ‘John’, the minister of the Church, who thinks that playing games on church property is very wrong and a total waste of time. On my right is ‘Mary’ who believes it is absolutely essential to play games. ‘Mary’ has arranged to see the minister to seek permission to run games in Sunday School. They are going to have a big argument.”

**Explain** that to prepare for the debate, they will go back to their groups and the other members of the group will have two minutes to give them as many arguments as possible to use to support their viewpoint.

The rules for the debate will be:

- no physical attacks to be made!

- group members can shout advice to their person if they forget what to say.

**Set the Scene:** While the two people are being briefed by their groups, set out two chairs facing each other. After preparation the two participants each take a seat.

Tell 'Mary' (the children's worker) to begin by explaining why she has called to see 'John' (the pastor). Encourage animated participation in the debate! Then close after a maximum of five minutes.

**Note:** Halfway through the debate get the participants to switch roles and continue the debate. This has most impact if you wait for one or both of the participants to get very animated in their argument!

## ❖ Chat Back

Ask the participants if they have learnt anything from this roleplay. If they did not use Scripture in their arguments, ask which verses they could have used. For example:

- 1 Corinthians 9:22 "To the weak I became weak, to win the weak. I have become all things to all people so that by all possible means I might save some."
- Mark 10:14 "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."

## ❖ Key Point

Ask the participants to write down this key point:

- We have seen that there may be opposition to running games for children. We need both wisdom and tact in dealing with it.

## ■ Review



5 minutes

### ❖ What have we learnt?

- Games are not just about having fun; they are a vital part of a child's growth and learning. A child who does not play is a very sad person.
- For games to be effective there needs to be careful planning and preparation so that the children enjoy the activities.
- Make sure that games are properly refereed. If you let children cheat in a game then you are implying that cheating in life is OK.
- We have seen that there may be opposition to running games for children. We need both wisdom and tact in dealing with it.

## Notepad

---

---

---

---

---

---

---

---

Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 7

## Experiencing a Children's Club

**90** minutes

edition 1 (feb 2022)  
language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.b (npf) = February 2022.

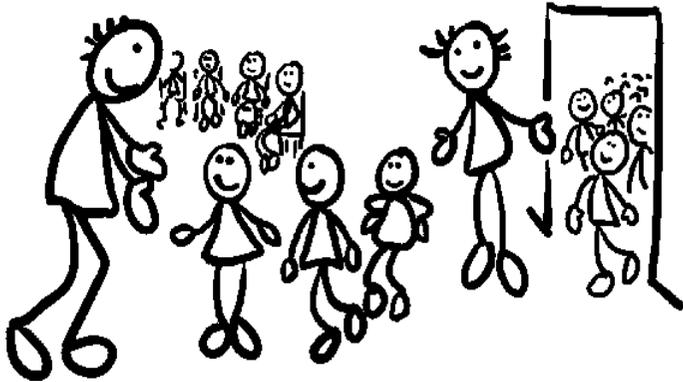
Language: English.

## ■ module 7 — a simulation

# Experiencing a Children's Group

total time **90** minutes

---



A warm and friendly welcome.

(picture 7.1)

### ❖ Note

This module is run as a simulation session. Refer to the Facilitator's Guide for further explanation.

### ❖ Aim

To give participants the experience of being children who are attending a group, and to model a way of leading a children's group for the participants.

*The idea with this simulation is to help the participants, who have been doing things with children in a set way over the years, to consider changes and a new way of running a group. The problem is that when they have been doing things in a certain way it becomes the "right" way. Also, it takes less thought just to do things the way you have always done it.*

When you do this simulation, you need to be very FRIENDLY and ENTHUSIASTIC about everything. Divide responsibility for leading sections between all facilitators and support one another as you lead. If some participants are elderly or heavily pregnant then it may be wise if they do not join in — instead let them observe from the side. So here we go!

### **PREPARE BEFOREHAND**

Read through this module very carefully to make sure you have everything ready before the start of the session! It is very important that you model the importance of good preparation to the participants and that the session runs smoothly without long gaps between sections.

For the games:

- A hat (optional)
- Two balls (made of newspaper)
- Four batons (rolled-up newspaper)
- Whistle (optional)
- List of numbers and scorecard

For the songs:

- Music and words of the songs

For the Bible story:

- Bible
- List of names in the story (one for each person in the team)
- Quiz on the story
- Memory verse “jigsaw” puzzles

To make the “jigsaw” puzzles: write out the verse four times on separate sheets of paper, (It helps if each is in a different colour) and then cut each into 10 or 12 irregular pieces.

It helps to put the verses into separate envelopes so that they don't get muddled up!

## ■ Briefing



5 minutes

**Hint:** If this simulation is scheduled to follow a break in the programme, you can tell the participants that everything will be ready for them to experience the children’s group when they return after the break. This gives you the opportunity to prepare in advance and saves time during the actual session.

## ❖ Introduction

**Explain** the following (you don’t need to use these exact words — you can use your own):

“In a few minutes we are going to let you experience something very special. We are going to invite you to come to a group meeting. You will all be reasonably well-behaved non-Christian children and we will be the leaders. We want you to go out while we get the room ready. The group meeting will start in exactly five minutes. Don’t be late children!”

---

## ❖ For the Facilitator

Once everyone has left the room you have to get the room ready for the rest of the session. Put the chairs in a big circle facing the centre. Have everything ready for the following activities as well.

This is how the seventy-five minutes will run:

- a. Beginning (10 minutes).
  - Welcome.
  - Introduction and icebreaker (see Easy Games book p.102–103 “Name Game”).
  - Rules for the club.
- b. Game 1 (10 minutes).
  - Hat game (see Easy Games book p.90–91).
- c. Story (20 minutes).

- Introduction.
  - Bible story (Jonah) told using a relay race.
  - Application.
  - Prayer.
  - Quiz on the story.
- d. Song (5 minutes).
- e. Game 2 (10 minutes).
- Team Hockey (see Easy Games book p.206–207 “Hit the Tin”).
- f. Memory Verse (10 minutes).
- Bible relay (Jonah 2: 2).
- g. Ending (10 minutes).
- Time to chat.
  - Closing prayer.
  - Farewell.

Don't forget that all through this session you are imagining the participants are children.

## ■ Simulation



70 minutes

**Note:** All of the pictures in this section are to guide you as the facilitator of the session. They are not in the presentation slides or the wordless booklet.

### ❖ 1 — Beginning

Welcome



Friendly welcome.

Invite the children to come in. They must each be given a great welcome, (make eye contact, smile, show them to their seats, use all your available facilitators to do this efficiently).

Keep a register of who is attending the group. (One person, on their own, cannot take the register and be showing the children to the seats; ask another leader to do this for you.)

**Hint:** Keeping a register is good practice and helpful for follow up and pastoral care. It is not practical to do one for this simulation.

## Introduction and Icebreaker

Introduce yourselves, "My name is ..... and this is my co-leader, ..... This is your first time here and we want you all to have a great time."

Now the children need to introduce themselves. Do this using the Name Game (see Easy Games book p.102–103):

Get them to stand up. Hand a ball to a child on your right and ask him to shout out his name before passing the ball to the next child. (You could also ask them to say what food they like best to eat, or hate to eat.)

When everyone has said their name, the ball is thrown from one to another, shouting: "I am ..... and you are .....", and so on round the circle.

## Rules for the Club

"There are rules in this group, which we told you about when we visited you in your homes. They exist so that you can enjoy the programme we have for you each week."

- Listen to what a leader says.
- Do what you are told to do.
- Be kind to everyone.
- No fighting or bad language.
- Do not leave the club without our knowledge.
- Be quiet before a game begins, and also when it ends.

## ❖ 2 — Game

**Hint:** For the sake of time, we are only going to play one game here. If this was a normal children's group, you might want to play two or three games to help the children use up their excess energy and have a lot of fun.

### Hat Game

(see Easy Games book p.90–91)

One chair for each person, in a circle; chairs facing inwards. There is one leader (two if a lot of children) with a hat on. For the game we imagine this leader is "sick".



Hat game.

**Explain:**

- The leader with the hat has a sickness you must not catch.
- When the game starts the leader walks around inside the chairs and everyone else walks around anywhere inside the chairs as well.
- When the leader sits down again everyone has to sit on a chair, (not two people on one chair).
- If they sit next to the leader with the hat on, they get sick and have to go to hospital and cannot play anymore.
- The people going to hospital must sit next to each other in the circle, but they do not take part in the game.
- The last two not to catch the sickness are the winners.
- If anyone sits down before the leader sits down, they are automatically placed in the "hospital".
- Remind the participants to be careful when rushing for a chair and not to push each other out of the way.

❖ **3 — Story**

You need the children in three or four teams and in straight lines facing you. If you have chairs, put these in four lines and get the participants to sit on them. Make sure you leave enough space between the lines of chairs for participants to run safely to the front and back to their seats again. Put the

biggest or fittest people furthest back. Eight children to a team is about the right amount. You also need a spare chair at the front of each line, facing them at a distance of a few feet from the front player.

Team 1	Team 2	Team 3	Team 4
Nineveh	Nineveh	Nineveh	Nineveh
Wind	Wind	Wind	Wind
Captain	Captain	Captain	Captain
Waves	Waves	Waves	Waves
Sailors	Sailors	Sailors	Sailors
Whale	Whale	Whale	Whale
Boat	Boat	Boat	Boat
Jonah	Jonah	Jonah	Jonah

Four lines of chairs.

This is a kind of team game for telling the story, but instead of giving the players a number each, you will allocate each of them a character or object item in the story. For example, the first player in each team might represent Jonah, the second player the boat, the third might be the captain, then wind, waves, other sailors, Nineveh, Joppa, and so on.

**Note:** If you are re-telling the story and not reading it straight from the Bible make sure you include **ALL** the relevant parts. Also make sure that you tell it in such a way that everyone gets a number of chances to run to the front. While this takes more preparation it allows you to have more fun with the way you tell the story.

### Introduction

Ask the children, with a smile: "Have any of you children ever been told to do something by your mother or father but you decided to do something else instead?"

Wait for a response and listen to what they have to say. Comment on what they say if appropriate.

Then say: "Well, I want to tell you a story of someone like that. But all of you will be part of the story."

## **The Story**

Now allocate the children names or objects, taken from Jonah chapter 1. Say to the children: "Now that you each have a name, let's check to see if you remember what your name is." and do a quick check.

**Make sure that whoever is keeping score is ready and paying close attention.**

Then explain the rules:

- "When I read the story from this book, the Bible, and you hear your name, you have to leave your seat and run to touch the chair in front of your team."
- "The first to touch the seat will get a point for their team. Then return to your place."
- "You will need to keep quiet because I will continue reading the story even while you are running."

**Tell the story until you get to the point when Jonah is in the whale. Then interrupt the story to stop the game and encourage the children to listen carefully to the story focus.**

Say: "We will stop the game now, but it has a very exciting end to it. Listen carefully!"

"I wonder how Jonah felt: Seasick? Frightened? Amazed that he was still alive? Maybe he had seaweed in his hair and a fish in his ear! Well, he realised that God had rescued him and he needed to say sorry to God ..."

Finish the story in your own words.

## **Application**

"It was amazing that even though Jonah was disobedient God still rescued and saved him. You know it is the same for all of us. When we do wrong, at home or school, God wants us to say sorry and then he can use us again."

## **Prayer**

"Thank you, God, that you did not reject Jonah, even though he had been so bad. Help us to say sorry when we do wrong. Help us to be kind to people and warn our friends if they are doing something bad."

## **Quiz**

While the children are still in their teams, ask them questions about the Bible story, such as:

- Who was the man who ran away from God?
- Did Jonah run away from God in a plane, train, car or ship?
- What did Jonah do inside the whale?
- What do we need to do when we disobey what God wants?
- ...and so on.

## ❖ 4 — Song

Choose a song, perhaps with actions, that the children will enjoy. Do not choose church hymns with complicated theology.

**Hint:** If you are not a local trainer it might be helpful to get one of our hosts to choose and lead a song in the local language rather than trying to teach an English song.

## ❖ 5 — Game

Since the children have been attentive for quite some time, this is a good moment to have another game.

### Team Hockey

Rules are similar to the Easy Games book (see Easy Games book p.206–207 “Hit the Tin”), but a ball is used instead of a tin can.

For this game, get the teams to sit in two lines facing each other and number each team from left to right. This will mean that each opposing number will be diagonally opposite to one another.

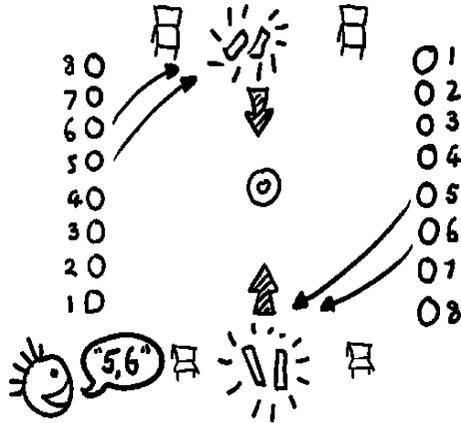
You will need four newspaper batons, which you should make in advance (about five newspapers per baton, rolled up tightly and taped both ends and in the middle).

In the centre of the playing area, you should put a ball. Mark a wide goal at each end of the playing area and put two batons in each goalmouth.

Explain the rules as follows:

- One or two numbers will be called.
- The players with those numbers run to the goalmouth on their LEFT.
- Each pick up one baton and try to hit the ball through the opposite goal.

- When a goal is scored the players return their baton to their goal mouth before returning to their team.
- Then another one or two numbers will be called.
- Players must not kick the ball on purpose, if they do a penalty is awarded to the other team.



Team Hockey game.

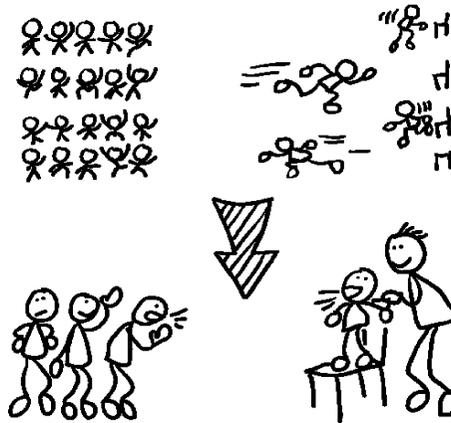
Don't forget to keep a record of which players have had a turn, and also the score of goals!

Team members whose numbers have not been called can encourage their team members but not interfere with the game. If they try to kick the ball to help their team a penalty is awarded to the other team.

## ❖ 6 — Memory Verse

We will do the memory verse as a relay game. You need to prepare this item before the session.

The teams should be arranged as for the Jonah story (straight lines facing forwards) with an extra chair at the end. Place the pieces of the memory verse onto the chair just in front of each team, so that each team has a different set of the text of Jonah 2:2.



Memory Verse relay.

Give instructions as follows:

- When the game starts, take turns to run forward to your chair, collect a piece of the verse, run and put it on the ground at the other end of the room and return to the back of your team.
- When all the pieces have been moved, solve the puzzle together, and read what it says, then memorise it.
- When all the team think they know it, stand quietly in a straight line

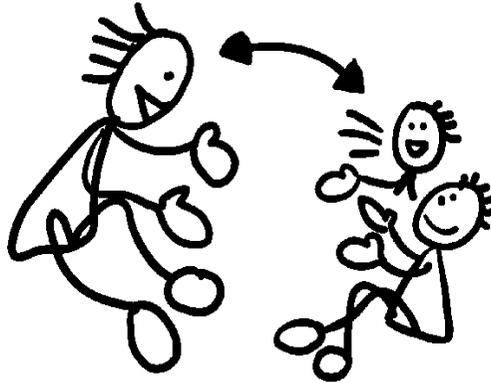
Once they have done this, you now tell them the last part of the exercise.

- When a team says they are ready they must send any two members of that team to you and recite the verse
- If they get it right, they earn the relevant number of points for their team: first team scores 4 points, second 3 points, third 2 points, and fourth 1 point.
- If they get it wrong, they return to their team and send someone else to try.

When you have awarded the points, get everyone together and ask them to recite the verse one more time all together.

## ❖ Ending

### Time to Chat



Time to chat.

Normally, (often during a time for drinks) you need to split into small groups, each with a leader, and spend time talking together, because one of the biggest needs of children is to have someone, they trust, just to listen to them.

**If you do not have enough leaders to do this with all the participants choose one group and do this as a demonstration for the other groups to watch (explaining what you are doing, and why).**

Pick a group to come and sit with you at the front, and chat informally with them. The others can observe. Ask one or two open questions of each of them, such as:

- How is your life at home and at school this last week?
- Is there anything you are worried about for next week?
- Is there anything you are looking forward to next week?
- What did you learn from today's story?

Then LISTEN to their ANSWERS!

### Closing Prayer

"Please Lord, help us to enjoy the world you have made and help us to make it a better place. Help us to know that you love us and even when we do bad

things, help us to come back to you, like Jonah, and say, 'Sorry'. In Jesus' name, Amen."

## **Farewell**

Say to the children: "It is time for you to go home now. We hope you have had a good time. We look forward to seeing you all next week but remember do not bring any friends unless we have been to see them first. Goodbye!"

---

This is the end of the simulation exercise.

## ■ Debrief



15 minutes

### ❖ Info Item

Explain to the participants:

“You have just enjoyed a simulation of a weekly activity club. This was an opportunity to learn what it is like to be a child who attends a Sunday Club or weekly group.”

“Instead of simply telling you what it is like, it is important for you to experience this for yourself and gain a deeper insight into how a child will enjoy learning through games, drama, quizzes, and other activities.”

“Try to remember not just the ideas, but also what it feels like to have fun, so that you can provide similar positive experiences for the children and young people with whom you work.”

“It is good to enjoy learning and getting to know God!”

### ❖ Circle Conversation

Ask the participants the following questions and lead this as an informal discussion:

Q: Do you have any observations about what you have just experienced?

Q: Do you have any questions about what you have just experienced?

## Notepad

---

---

---



Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 8

## Positive Discipline

**120** minutes

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.b (npf) = February 2022.

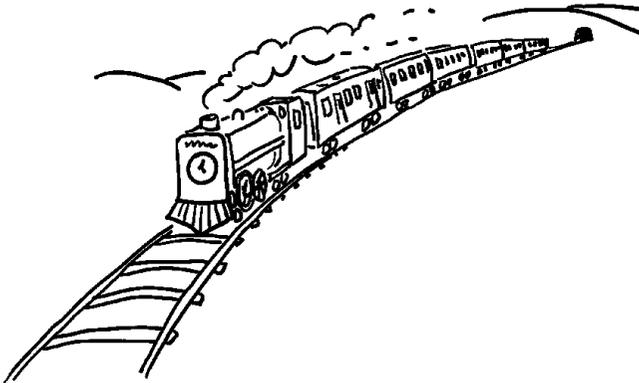
Language: English.

# ■ module 8

## Positive Discipline

total time **120** minutes

---



Rails to guide towards our destination.

(picture 8.1)

### ◆ Aim

To help leaders understand there are some simple measures to help control children's behaviour in a meeting.

*Children without discipline are rather like trains without any railway tracks to run on. Just as the lines help the trains to reach their destination, so too will good discipline help children to reach their potential.*

*If children are in our care then they need to know the rules they have to keep, and also to know the consequences if these rules are broken.*

*If we let children break the rules, we are giving them the message that they can also break other rules in life.*

**PREPARE BEFOREHAND**

For every Group Work which has verse references and questions for the participants, you will find copies of these in the Annex to print out and cut into strips to give to the groups.

You will also need four large sheets of paper and four felt pens (preferably of different colours).

## ■ A. Why Discipline Problems?



20 minutes

We want the participants to think about three things:

- a. occasions when they notice discipline problems;
- b. the reasons behind the poor behaviour they have just identified; and
- c. what can be done to improve behaviour.

**Hint:** The problem for you (as facilitator) is that you do not know what answers they are going to give to the first question, so it is up to you how you handle it. BUT it would be good if you could say that, "Your comments seem to fall into these general areas, so we will look at these."

### ❖ Quick Buzz

Q: At what times does discipline become a problem with children in a group?

A:

- *When giving a talk.*
- *While giving instructions before a game.*
- *When there is unstructured free time.*
- *On outings or trips.*

### ✔ Group Work

Explain the context, then give each group their question.

**Context:** Now we are going to look at what might provoke bad behaviour in two of the situations mentioned above.



Keeping discipline or losing it?

(picture 8.2)

### ➤ **RED and YELLOW GROUPS**

Q: What contributes to bad behaviour when someone is giving a talk?

A:

- *Boredom.*
- *No introduction.*
- *No involvement from children, or pictures.*
- *The talk is not relevant to them.*
- *Talk is too long with difficult words.*
- *Too many points for the children to remember.*
- *Other leaders talking.*

### ➤ **GREEN and BLUE GROUPS**

Q: What contributes to bad behaviour before or during games?

A:

- *Games not planned in advance and equipment or leaders not ready, resulting in a long wait between games.*
- *Rules not explained.*
- *More than one leader giving instructions all at the same time.*
- *Cheating not dealt with.*

- *The leaders cheat along with the children.*
- *The children are too excited.*
- *No period of quiet at the start and end.*
- *Other leaders distracting.*

## ❖ Quick Buzz

Q: Looking at the answers you have just given for what contributes to bad behaviour, who is often responsible?

A:

- *If teaching is boring it is the responsibility of the person teaching.*
- *If games are badly explained it is the responsibility of the person leading the game.*
- *If planning is poor it is the responsibility of the person planning.*

Q: Who is punished for poor behaviour?

A:

- *The children or young people.*

## ❖ Info Item

- When we experience poor behaviour from the children or young people in our group it is really important that we first look at the way we are leading to see if that is contributing to the reason for that poor behaviour.
- If our planning is poor, our teaching doesn't engage the group and our games are poorly run we shouldn't be surprised if there are problems with poor behaviour.

## ❖ Key Points

- Just as a train needs rails to run on, so a child needs rules to guide them in their life.
- If there is poor behaviour, we need to look at ourselves and our leaders first to see if there is anything we need to change.

## ■ B. Love: Foundation for Discipline



20 minutes

### ✔ Group Work

#### ➤ YELLOW and GREEN GROUPS

**Reference:** Proverbs 3:11–12

**Text:** My son, do not despise the Lord’s discipline and do not resent his rebuke, because the Lord disciplines those he loves, as the father the son he delights in.

#### ➤ BLUE and RED GROUPS

**Reference:** Hebrews 12:5–7

**Text:** My son do not make light of the Lord’s discipline, and do not lose heart when he rebukes you, because the Lord disciplines those he loves, and he punishes everyone he accepts as a son ... For what son is not disciplined by his father?

#### ➤ FOR ALL GROUPS

Q: What is the underlying foundation which needs to be in place before you can provide effective guidance and discipline?

A: LOVE.

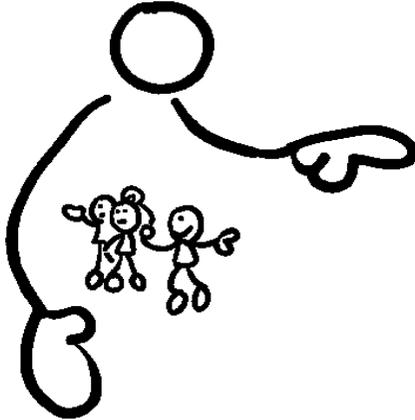
### ❖ Quick Buzz

Q: How may the children be aware of this LOVE in our lives when they are around us, especially when we need to correct them?

A:

- *Children need positive guidance and clear instruction.*
- *Our expectations must be fair and reasonable, according to the children’s age and abilities and understanding.*
- *Even if they have done wrong, children need to be treated fairly and with dignity and respect.*

- *Our guidance and correction of children must reflect that of God's loving guidance towards us.*



God's loving guidance.

(picture 8.3)

## ❖ **Mirror Moment**

Invite the participants to listen quietly and meditatively, while you read out the following passage of scripture:

**Reference:** 1 Corinthians 13:4–7

**Text:**

Love is patient,  
love is kind.  
Love does not envy,  
it does not boast,  
it is not proud.  
Love is not rude,  
it is not self-seeking,  
it is not easily angered,  
it keeps no record of wrongs.  
Love does not delight in evil,  
but it rejoices in the truth.  
Love always protects,

it always trusts,  
it always hopes,  
it always perseveres.

**Question:** ask the participants: Is there anything we should add to our list after this reading?

Remind the participants that these are all attributes of God. Hence they can equally understand that "God is patient, God is kind..." and so on.

Now do the following exercise...

**Hint:** Encourage the participants to speak loudly and clearly.

Ask the participants to stand while you read the passage again line by line. After each line have the participants repeat the line out loud together, altering it a little. When the word "love" or "it" is used ask each participant to substitute it with their own name — for example: "John is patient, John is kind..." and so on.

It can be very powerful to do this.

### ❖ **Chat Back**

Invite some feedback by asking the participants: How do you feel about yourself after reading this?

### ❖ **Key Points**

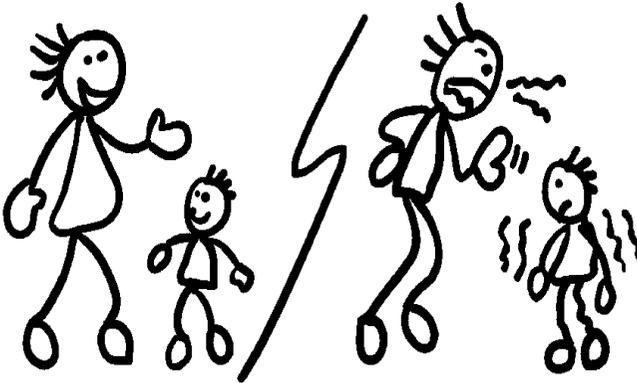
- Love **MUST** be the foundation and motivation for discipline.
- We must always treat children fairly, with positive guidance and reasonable expectations.
- Our guidance and correction of children must reflect that of God's loving guidance towards us.

## ■ C. How to Create a Positive Environment



20 minutes

### ❖ Info Item



Encouraging or condemning?

(picture 8.4)

Two researchers in the USA were looking at the performance of people in teams. They discovered that to get the best results, people need to receive about five or six positive comments for every negative comment. If they receive less positive comments (or more negative ones), then they show less ability to respond positively and do not perform so well.\*

\* **Source:** Losada and Heaphy, the Role of Positivity and Connectivity in the Performance of Teams, the American Behavioural Scientist, 2004

It should not be a surprise to us that when people are encouraged they perform better. This is especially true of children, who may easily believe what they are told about themselves. So, we need to guide them with lots of positive encouragement, rather than constant negative criticism.

If children hear that they are lovely, beautiful, great, capable, and so on, then they are likely to believe this about themselves. This will build up their self-respect and self-worth.

We should NEVER tell a child that they are hopeless, stupid, horrible, useless, filthy, a waste of space. Many children go into depression as a result

of not living up to others' expectations, some harm themselves and, in extreme cases, even kill themselves. God never speaks of people in this way, so neither should we.

## ✔ **Group Work**

Explain to the participants:

- a. I am going to give each group a list of things that could make an important difference to the behaviour of children.
- b. Read them carefully.
- c. Comment on why you think these things might be helpful.

Give each group their list of things and ask all the groups the same question:

Q Why could these make a positive difference to children's behaviour?

### ➤ **YELLOW GROUP**

- Give a big welcome to each child when they come in at the start of the meeting.
- Look for, reward and praise them for the good things they do, especially the ones that often struggle with poor behaviour.

### ➤ **GREEN GROUP**

- Make the teaching as exciting as anything else in the programme using pictures, drama, mime, drawing, modelling and such.
- Do not use any religious language, which the children will not understand, in the talk or prayers.
- Arrive early for the meeting and pray for the children.

### ➤ **RED GROUP**

- Try to visit them in their home regularly.
- Ensure children agree to the rules of the group when they come for the first time.

### ➤ **BLUE GROUP**

- Keep control of games with good refereeing.
- Create an exciting programme with 50% being games or fun activities.

## ❖ Chat Back

Invite each group to share their responses.

## ❖ Info Item

- All of the things you have discussed contribute to creating a positive environment for the children to be in.
- Behaviour tends to be much better when a positive environment is created full of fun, excitement, and encouragement.
- Creating an environment like this takes work but the benefits are well worthwhile.

## ❖ Key Points

Ask the participants to write down:

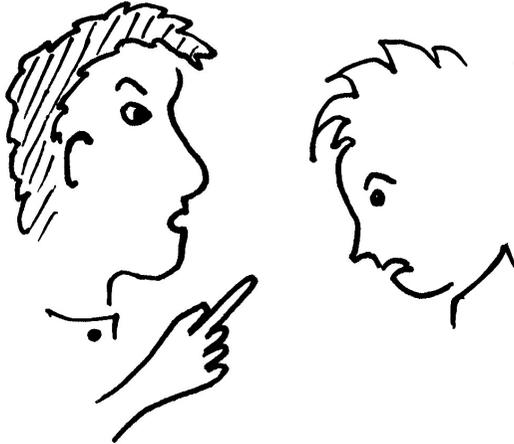
- We need to guide children with lots of positive encouragement, rather than constant negative criticism.
- We should seek to give at least five positive comments for each negative one.
- Creating a positive environment full of fun, excitement, and encouragement will have a very beneficial effect on the behaviour of those in the group.

## ■ D. Correcting Negative Behaviour



20 minutes

### ❖ Info Item



Giving a careful word of caution.

(picture 8.5)

Inevitably, even with the most positive atmosphere, there will sometimes be a need to correct bad behaviour, or apply sanctions (consequences) for a child or young person who is consistently not showing respect.

However, the response needs to be in proportion to the offence!

The ultimate extreme sanction is this:

- Exclude the child from the club.

It is OK to do this if you've given the child lots of encouragement and warnings, and tried to help them change their behaviour. Your weekly group is not just for the one child. If they are repeatedly determined to spoil it for everyone else, you may have to ban them from attending.

But, the lowest level of response is this:

- Make eye contact with the child.

Sometimes this is all that is needed to get the child's attention and encourage their good behaviour. If this is their first time not showing respect, or for a minor offence of breaking a rule, this response will be much more appropriate.

## ✔ Group Work

Give each group a sheet of paper to write their work on. Explain the context and give the same question to all.

**Context:** You've given two examples of responses to bad behaviour. One at the lowest level, and another to use as an absolute last resort.

## ➤ ALL GROUPS

Q: Now in your groups you need to think of five other possible responses, getting gradually more severe for more serious misconduct.

Remember, you are trying to encourage good behaviour, and showing that there are consequences for not co-operating.

You are not trying to humiliate the child!

**Hint:** There may be different sanctions relevant for different age groups. You (as facilitator) need to make sure that the responses are appropriate. Note that physical punishment (such as hitting a child) is never appropriate.

Possible answers:

A:

1. *Make eye contact with the child.*
2. *Give them a verbal warning: ("Paul, please pay attention.")*
3. *Get another leader to sit next to the child.*
4. *Leader to take the child aside and talk to them privately ("Paul can you tell me why you are being disruptive tonight? It is not helpful")*
5. *In a game, make the child sit out for 1 minute.*
6. *Make the child sit out of the next game.*
7. *Ban the child from the next outing. (If a child cannot behave in the weekly group meeting, then you cannot risk taking them out)*
8. *Stop the child coming for two weeks (This may need an explanation to the parents)*

9. *Exclude the child from the club.*

## ❖ Chat Back

Invite someone from each group to bring their list to the front, and in turn, to tell the others what their group decided. Give time for the other groups to voice their opinions as to whether the responses should be amended. The lists can be displayed afterwards.

## ❖ Info Item

It is important that leaders work together to create a really positive environment, so that the children and young people will enjoy themselves and want to do what is right.

Remember:

- When dealing with poor behaviour it is essential that you are consistent. NEVER have favourites among the children who are allowed to 'get away' with things.
- Praise and rewards for good behaviour are more effective than punishment for bad behaviour.
- Leaders must agree on the rules and sanctions, so that all have the same standards. And leaders must obey the rules too!
- Share the responsibility. For example, if one leader is leading a Bible story activity, other leaders should help by keeping order.
- Keep calm, and reinforce the rules. Make sure your response is in proportion to the offence.
- Never punish out of anger. Do not attack a child, physically or verbally, or make threats which you cannot carry out.
- Don't ignore a troublemaker. Else the other children will not feel secure and may not want to come back next week.
- Sometimes give space to let a situation calm down.
- Always apologise to a child if you've made a mistake, or wrongly disciplined. If the mistake was public, apologise in public. They'll learn that you are sincere and fair, and will respect your honesty.

## ■ E. Positive Rules for Children



15 minutes

### ✔ Group Work



Positive rules to which everyone agrees.

(picture 8.6)

Provide each group with a marker pen (a different colour for each group) and a large sheet of paper to write their answers on.

Ask all the groups to make two folded lines across their paper (giving four corners) and to write the following four headings, one in each corner:

- Respect God.
- Respect your leaders.
- Respect each other.
- Respect the property.

**Hint:** In the following groupwork, two groups have a similar task to the other two groups, but targeted for a different age range of children. Some

of their answers may be similar, but other answers should reflect the maturity, or otherwise, of the children concerned.

➤ **BLUE and GREEN GROUPS**

Q: List two simple rules under each heading (eight rules in total) for children aged 7–11 years old when they come to the weekly group.

➤ **RED and YELLOW GROUPS**

Q: List two simple rules under each heading (eight rules in total) for children aged 12–14 years old who come to the weekly group.

**Sample Answers:**

Respect God:

- *Listen and join in with the Bible story activities.*
- *Don't use God's name as a swear word.*

Respect your leaders:

- *Help out when your leader asks you to.*
- *Listen when your leader is explaining the activities.*

Respect each other:

- *Be kind to each other, so everyone will enjoy the group.*
- *Do not make fun of another person.*
- *Help another child if they are hurt.*

Respect the property:

- *Pick up any rubbish, and use the bin — don't drop litter.*
- *Tell a leader if something gets broken or damaged.*
- *Do not write on the walls.*

❖ **Chat Back**

Invite someone from each group bring their list to the front, and in turn, to tell the others what their group decided. Give time for the other group to voice their opinions as to whether the responses should be amended. The lists can be displayed afterwards.

## ❖ Info Item

It is helpful to ensure that all of the children agree to simple rules when they first come to the club. Then it is easier to reinforce them when needed, by saying (for example): "Andrew we don't throw litter on the floor here. You have agreed to try and respect the property. Please use the bin, and keep the place clean for everybody. Thank you."

## ❖ Key Points

Ask the participants to write down:

- We need to search for ways to praise children rather than condemn them for their bad behaviour.
- Agree the rules and sanctions, ensure the children know them and understand them. Apply them fairly and consistently.
- All leaders must work together to create a positive environment.

## ■ Review



5 minutes

### ❖ What have we learnt?

- Just as a train needs rails to run on, so too does a child need rules to guide him or her in life.
- If we are experiencing poor behaviour in the groups we lead we should first look at ourselves and our leaders to see if there is anything we can change that will help that behaviour to improve.
- Love MUST be the foundation and motivation for discipline.
- We must always treat children fairly, with positive guidance and reasonable expectations.
- Our guidance and correction of children must reflect that of God's loving guidance towards us.
- We need to guide children with lots of positive encouragement, rather than constant negative criticism.
- We should give five at least positive comments for each negative one.
- We need to search for ways to praise children rather than condemn them for their bad behaviour.
- All leaders must work together to create a positive environment.

## Notepad

---

---

---

Amor Europe  
EQUIP Course 1  
— raising a new generation

# module 9

## Principles for a Children's Club

**75** minutes

edition 1 (feb 2022)  
language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.a (npf) = February 2022.

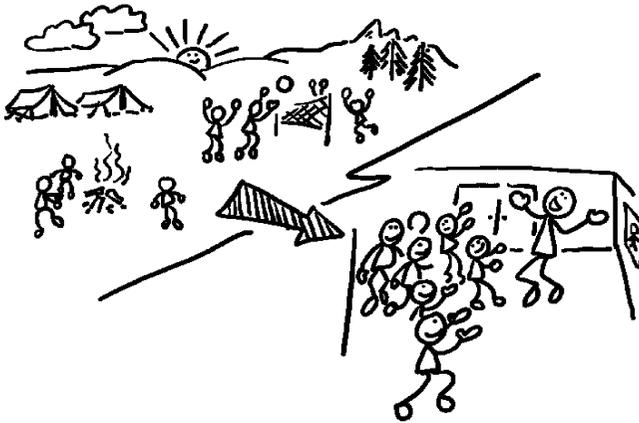
Language: English.

# ■ module 9

## Principles for a Children's Club

total time **75** minutes

---



Holiday camps and weekly clubs.

(picture 9.1)

### ❖ Aim

To offer guidelines in starting a weekly club meeting that is designed to be welcoming for non-Christian children.

*There are many excellent holidays and meetings for children in the summer that last perhaps a week or two. Many children come to Christ during this special time. But what happens to them after that? Unfortunately, often the children do not fit into some of our church programmes and are sometimes 'lost'. This session is to help us consider the vital need for weekly meetings with children, which give good Bible teaching as well as love, fun, and challenge.*

**PREPARE BEFOREHAND**

For every Group Work which has verse references and questions for the participants, you will find copies of these in the Annex to print out and cut into strips to give to the groups.

Make preparations in advance for the Dramatic Point, ensuring someone comes in and hands you a letter at the specified moment.

## ■ A. Reasons for a Weekly Club Meeting



30 minutes

You will need a flipchart or board at the front to be ready to write down any comments from participants.

Ask the participants to be together in their four groups.

### ❖ Quick Buzz

Q: Why could a weekly group meeting be good for non-Christian children in your area?

A:

- To give them a lot of fun.
- To tell them Bible stories in a way that children can understand.
- All the time is geared specially for children.
- Many need guidance and help.
- We can get to know them really well.

Q: If children feel that you are only interested in them becoming a Christian, how might they feel?

A:

- Not loved or valued.
- Pressured to become a Christian.
- May pretend to be a believer.
- May decide Christianity is not for them.

Get the participants to compare God's attitude towards people with OUR attitude towards children, through the following passage.

**Reference:** Isaiah 60:15

**Text:** Although you have been forsaken and hated ... I will make you the everlasting pride and the joy of all generations.

**Question:**

Q: From this verse ask yourself: What does God feel about this rebellious nation?

A:

- *God was very patient with his people.*
- *He had great expectations for the people.*
- *He wanted to bless them.*

You as facilitator now need to do a little acting using the following instructions prepared in advance:

## ❖ Dramatic Point

### Instructions:

Arrange (in advance) for someone to call you and hand you a letter. Pretend to be reading it in front of everyone, and getting excited. Then say to the participants:

"This is a letter from the pastors and ministers of some denominations who have heard of this seminar. They want to know WHY YOU ARE THINKING OF RUNNING WEEKLY GROUPS for children who don't come to church."

Look at your watch, and then look very worried and say: "And two of them are arriving in five minutes! Now what am I going to do?"

Then read a little more of the letter, and look relieved. Smile at the participants and say:

"I have made a big mistake! They don't want me to do the presentation; they want YOU to give good reasons why you want a weekly group! But I will help you a little."

## ❖ Tough Task

**Context:** Each group is to prepare a short presentation to the rest of the groups explaining why a regular weekly group meeting welcoming to non-Christian children is a good idea.

### For ALL GROUPS

Give instructions to the groups as follows:

- a. You have ten minutes to prepare.
- b. Quickly choose a leader to help everyone get involved (a leader does not do everything themselves).

- c. Use at least 3 of these Bible verses to back up your arguments and reasoning (we have already examined all of them.)
- Deuteronomy 6:6–7
  - Mark 1:35–38
  - Mark 10:13–16
  - 1 Corinthians 9:22
- d. Allocate one or two people in your group to give the main presentation. It must be vigorous and inspiring. You should be excited about reaching out to children with the gospel in a way that they can understand and enjoy!
- e. Your presentation must be no more than five minutes long.

Remind them that the theme is:

— Why we are thinking of running a weekly children’s club.



Presenting the case.

(picture 9.2)

**Hint:** Try to visit the groups as they do their preparation. You may need to suggest that the leader assign two or three of the group to look at each of the verses, then bring their findings together. You may need to extend the preparation time beyond ten minutes, but don't let it run on for too long.

## ❖ Roleplay

Get all the participants to sit facing the front to hear the presentations.

**Make sure that there is no further preparation by any of the groups.**

You and another facilitator sit at the front to one side, with another facilitator, to provide a focus for those presenting.

In turn, invite representatives from each group to stand at the front and present their case. **If helpful**, ask a question or challenge a point.

After all groups have given a presentation, invite comment from all participants on the following:

- Did they use relevant Bible passages in their arguments?
- Were the arguments presented and points raised convincing to the others?
- If you had been presenting to your pastors would they have been impressed, or put off?

## ❖ Key Points

Ask the participants to write down in their notes:

- Many people think that the main thing we do with children is to get them to accept Christ as their Lord and Saviour by having a very large spiritual agenda, with little else.
- We need weekly contact with children who don't normally come to church, to demonstrate our love and commitment for them.

## ■ B. Challenges while running a Weekly Club Meeting



20 minutes



Weekly children's club meetings are great!

(picture 9.3)

You will now look at ways that we can help a weekly group to succeed, and some of the potential challenges to consider. Almost all of these are things which can apply to camps and children's holiday groups as well.

The participants do not need to be in their groups.

Invite the participants to come a little closer to you. This will arouse a sense of expectancy that you are going to say something of great value. You are!

### ❖ Quick Buzz

Use the following notes to guide you through an interactive brainstorm activity with the participants.

Each key point is a potential challenge. You are looking to participants to help generate possible solutions.

Read out the challenge, then ask participants questions to get them thinking, and invite them to respond.

**Challenge:** Leaders who cannot get along with children.

Q: How can we know if an adult gets on well with children?

A:

- *If children seem attracted to them, they sit with them.*
- *If they can hold a child's interest.*
- *If the children know they will always be there for them.*

Q: How can we help our leaders to get on better with children?

A:

- *Give them time.*
- *Value children by being interested in them and what is important to them.*
- *Do activities and games with children to show that they are important to us.*

**Challenge:** poor prayer support.

Q: How can you generate prayer support?

A:

- *Involve the pastor and church from the start.*
- *Give regular information for the church prayer meeting.*
- *Try to have a church member to be a key prayer for one or two children.*

**Challenge:** leaders not enjoying each other and the ministry.

Q: How can you get on better together?

A:

- *Pray and have fun together — perhaps get together outside of the group setting.*
- *Compliment each other when one of you does something well.*
- *Make sure one person is not doing everything.*

**Challenge:** bad programme — children get bored and do not listen.

Q: How can we make an exciting, and enjoyable time?

A:

- *Have many exciting games (covered in the session on Games Skills).*
- *Involve the children in dramas, craft, and other activities.*
- *Ask them what they enjoy most.*
- *Plan an exciting programme in advance.*

- *Aim for the Bible story to be as exciting as the games.*
- *Don't make it like "church".*

**Challenge:** poor behaviour.

Q: How can we improve behaviour?

A:

- *Have a dynamic programme.*
- *Keep strict control of numbers and ages.*
- *Visit the homes of the children.*
- *Don't pressurise them to come.*
- *All leaders should be clear on rules and consequences.*

**Challenge:** too many or too wide an age range.

Q: How will we manage if too many children come, or bring their much younger, or older, siblings?

A:

- You MUST restrict the number and ages. (Jesus restricted his group to 12 disciples.)
- Children must not bring friends until you have visited them first.
- Have enough leaders: suggest you have 1 leader for 5 children.

**Challenge:** wrong expectations.

Q: "After six months only two children have come to Christ. We were praying that they would all be saved in four weeks. What is wrong?"

A:

- *Start with a reasonable prayer target. Perhaps that the children will have a fantastic time.*
- *Next, pray that some may show a real interest in the Bible stories.*
- *Then, pray for one of them to trust Jesus personally.*

## ❖ Key Points

Ask the participants to write down in their notes:

- Develop the weekly meeting as a great experience for the leaders (fun and service).

- Have reasonable expectations in prayer.
- Remember, Jesus did not tell his disciples to convert people, but to make disciples.
- Coming to Christ is just the beginning. Discipleship is the goal.

## ■ C. Possible Stages for Starting a Weekly Club



20 minutes

It is important to communicate these stages clearly to the minds of the participants. These are needed to start a weekly group for children.

**Hint:** Try to make this a conversation with opportunity to discuss each step rather than a monologue from the front listing these nine key points.

The participants should write down all the nine key points.

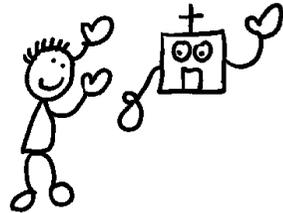
### ❖ Info Item



(picture 9.4a)

1. Someone needs to have **the vision**. This may be you!

2. Get your Pastor and **church support**. Unless you have the encouragement of the church behind you, you will find it difficult to run a group.



(picture 9.4b)



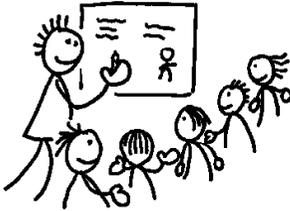
(picture 9.4c)

3. Find a **main leader**. This person needs to have leadership and administrative responsibilities and needs to be a born-again believer who is recommended by the pastor.

4. Get a **team together**. There needs to be a team of men and women with a long-term commitment to children. They need to be born again and recommended by their pastor.



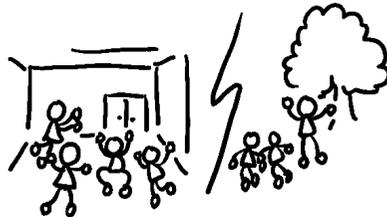
(picture 9.4d)



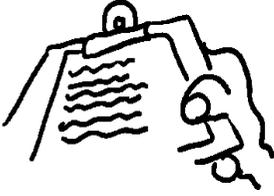
(picture 9.4e)

5. Arrange for some **basic training**, using a course such as this one, for your leaders.

6. Find a **meeting place**, which does not have to be the church. It could be under a tree or out in the street.



(picture 9.4f)



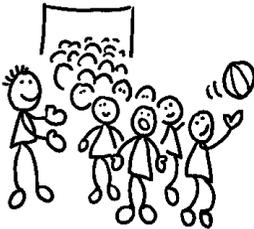
(picture 9.4g)

7. Create a **programme**. Draw up an excellent and engaging event each week with people assigned to run games, tell Bible stories, take the register of children, singing, craft and so on.

8. **Invite children**. Try to visit the children in their homes and to speak to their parents, advising them what the group is all about.



(picture 9.4h)



(picture 9.4i)

9. **Begin**. You need to have the right number of children, and you need to have the right age range. If you have too many children or the wrong age group, the group will not survive.

Ask the participants whether they have any questions. Allow a little time for issues to be raised and for you to respond.

## ❖ Key Points

Emphasise again the key points above and ensure that participants have written them all down.

## ■ Review



5 minutes

### ❖ What have we learnt?

- Many people think that the main thing we do with children is to get them to accept Christ as their Lord and Saviour by having a very large spiritual agenda, with little else.
- We need weekly contact with children who don't normally come to church, to demonstrate love and commitment for them.
- Develop the weekly meeting as a great experience for the leaders (fun and service).
- Have reasonable expectations in prayer.
- Remember, Jesus did not tell his disciples to convert people, but to make disciples.
- Coming to Christ is just the beginning. Discipleship is the goal.
- All leaders need to be recommended by the pastor of the church and must demonstrate that they are good with children.
- Develop an exciting programme.
- Don't try to reach every child. Be like Jesus and limit the numbers (suggest ratio of leaders to children 1:5). Then visit them regularly in their homes.

## Notepad

---

---

---

Amor Europe  
EQUIP Course 1  
— raising a new generation

**module 10**  
**Running a Children's Club**

**180** minutes

edition 1 (feb 2022)

language: English

## Licence

This work is licensed under a **Creative Commons Attribution–ShareAlike 4.0** International Licence.

— « <https://creativecommons.org/licenses/by-sa/4.0/> ».



## Source

These **Course Modules** are part of the **EQUIP Course 1** which is published by **Amor Europe**, and should be used with the accompanying **Course Supplement, Course Devotions, and Facilitator’s Handbook**.

Amor Europe is a CIO registered in England and Wales, charity no. 1176567.

Office: — the Cornerstone Centre, Castle Hill Avenue, Folkestone, CT20 2QR, UK.

## Edition

Edition 1.0.a (npf) = February 2022.

Language: English.

■ **module 10** — a simulation

# Running a Children’s Club

total time **180** minutes

---



Not so well prepared!

(picture 10.1)

◆ **Note**

This module is run as a simulation session. Refer to the Facilitator’s Guide for further explanation.

◆ **Aim**

To give participants the opportunity to practice their newly learned skills for running a children’s group.

*After the experience of being a child in a weekly group (module 8), the participants are now going to have the opportunity of running such a group for children.*

### **PREPARE BEFOREHAND**

Write down, on a flipchart or board, the Programme Plan for the participants, so that it can be displayed while they do their preparation.

Read through this module carefully beforehand to be sure you are familiar with how it runs. There are some introductory notes for you as facilitator.

Make sure that you give the participants plenty of time to prepare well. As this module is normally run on the last morning, if possible, allow some preparation time for groups at the end of the previous day. **Do this in addition to at least 45 minutes on the day of this module.**

## ■ Briefing



15 minutes

### Notes for the facilitator.

You, as facilitator, are going to coordinate this session. All four of the groups will have the opportunity to take part in running an activity club for children, in a similar manner to the simulation in Module 8.

For the purposes of this exercise the members of the three groups that are not presenting will be the “children” for the group that is leading.

## ❖ Introduction

**Remind** the participants of the children’s activity club simulation which they experienced earlier in the course (Module 8).

**Explain** to the participants that now it is their turn to run a children’s club. Just like in the simulation, they must prepare an activity club for children, with fun and games and an interactive Bible story.

## ❖ Programme Plan

Display the following Programme Plan on the board or flipchart. This is the outline of all the activities they must prepare.

- a. Beginning.
  - Welcome = a warm welcome for the children.
  - Introduction = introducing the leaders.
  - Club rules = positive “respect” rules for the club.
- b. Game = appropriate for everyone to participate and enjoy.
- c. Bible Story Time.
  - Introduction = no more than half a minute.
  - Story presentation = drama, game, pictures, and so on, no more than four minutes.
  - Application = no more than half a minute.

- Prayer = short and simple, easy to understand.
  - Competition on the story time = quiz, or similar activity.
- d. Song = for children, with actions.
- e. Memory verse = fun way to remember a key verse from the story.
- f. Ending.
- Chat Time = each leader with a small group of children
  - Final prayer = short and simple.
  - Instructions for next week = reminder to come again!

## ❖ Instructions

Give all the participants the following instructions:

- All groups will lead a game and a Bible story. For the sake of time one group will be responsible for the welcome, another for introducing the leaders, another for the rules, and so on, in rotation
- It is important that **EVERYONE** of the members of your group take an active part in leading and assisting in each part for which your group is responsible. For example: one person leading the game and a different person leading the story and other people leading the other items but **EVERYONE** actively involved.
- You will have a further 45 minutes (minimum) of preparation time in addition to any preparation you have already done.
- You must have everything ready at the time the activity club starts, there will be no more preparation time available.

Give them an opportunity to ask any questions, and clarify any details that are not clear.

Emphasise, again, that this is a shared group activity with **EVERYONE** in the group taking an active role. If, as a group, you choose a Key Leader to oversee the planning their role is to:

- coordinate and organise the other leaders, and
- ensure all activities are shared out, so each activity has a leader.

**It is not the Key Leader's role to do everything themselves!**

## Info Item

Remind the participants that:

- Every child needs to feel welcome the moment they come.
- Some leaders should be with and sit among the children, when they are not involved up front. Leaders should be positive at all times.
- The leaders should NOT be chatting amongst themselves in the background.
- Leaders should cheer and encourage the children when appropriate.
- Where possible, leaders should join in the games with the children, but not to dominate them.
- In the games, leaders must be firm with discipline.
- Emphasise that they must end with a time of listening to the children, in small groups.

## ■ Preparation



60 minutes

### ❖ Group Work: Prepare

Remind all the participants that, if they have chosen one, the Key Leader is responsible for allocating different parts of the programme to the group members and so to ensure everyone is included in leading the children's activity club.

**Hint:** It would be a good idea to go round to each group as they start to prepare to make sure that everyone is being included and, if there is a Key Leader, that they are allocating roles appropriately.

Now send the participants off to prepare their children's activity club. Tell them they have 45 minutes (minimum) to prepare, which should be enough time if they divide up the tasks among all the participants in the group.

---

### ❖ For the Facilitator

While the groups are preparing, after about 15 minutes, check on their progress. After this you should see dramas and songs being practised, and games items being made ready.

When all the groups have had time to prepare, you are ready to continue.

## ■ Simulations



90 minutes

### ❖ Ready

Call all the groups back together and get them all to clear the space for running the activity clubs. Now randomly choose the group that will welcome, introduce, give rules, and so on. Doing it this way ensures that **ALL** groups prepare thoroughly for every item — but you don't have to have four welcomes, four introductions, and so on. Ask the first group to get ready to welcome the “children” into their club.

Once they are ready to begin, let them take the lead.

**Note:** Once the club begins, as well as observing, your role is to ensure smooth transitions between each activity, as they will be run by different groups.

### ❖ Observation

**Notes** for the Facilitator.

While the participants are running the children's club, observe what is happening.

Take note of how things are handled, to give feedback later. Find lots of positive things to comment on.

Look out for good and poor leader behaviour:

- Did everyone have something to do?
- Did they welcome and smile at the children?
- Did they play and sit with the children?
- Were the children drawn into the Bible story through the introduction?
- Was the Bible story well-presented and did it hold their attention?
- Was it humorous?
- Were the games explained well and discipline maintained?

- Did the leaders work well together?

## ❖ Intervention

### **Notes** for the Facilitator.

In order to reduce the time, you may interrupt at any stage, once it is clear that they are leading well. For example, they don't have to play each game to its very end. Just interrupt and say, "Fantastic! Let's move on to the next group."

If anything goes disastrously wrong, it may help to step in and give some short suggestion of how they could improve. Only do this if you really have to. Just interrupt and say, "May I suggest a small improvement here..."

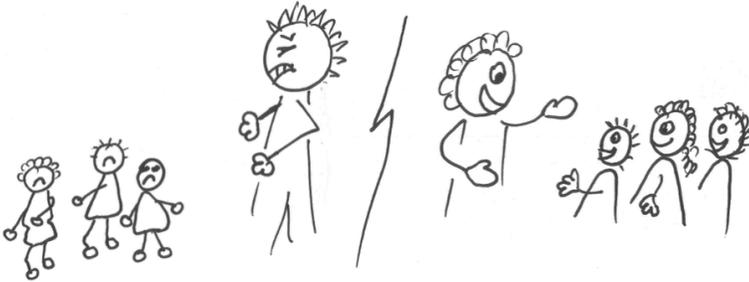
Don't take it too seriously. Keep it as a fun learning exercise and fast moving. The participants will laugh and learn at the same time.

## ■ Debrief



15 minutes

**Hint:** You will need to be very focused and encourage clear and specific feedback, otherwise this may take too long. Writing good notes while you are observing the groups will help you to do this.



Going well, or not going well?

(picture 10.2)

## ❖ Evaluation

Get everyone together afterward.

A lot of praise and encouragement is needed. Tell them, “You had to work really hard...” and so on. Highlight what was good.

You need to ask them questions to help them assess how they did in a positive way. For example:

- How did you feel about the way the presentation went?
- Did it go as well as you hoped it would?
- Were you happy with the part you played?
- Were there any unforeseen problems?
- Was there anything positive you learned from watching one of the other groups?

However good their simulations were, ask them if there are ways or areas they could improve — for next time.





