

# CHILDREN'S MINISTRIES LEADERSHIP CERTIFICATION

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Coordinating children's ministries for the local church involves leadership and training for teachers and leaders. Therefore, the Children's Ministries Leadership Certification program can be used for such training on a regular basis. A total of nine courses constitute the basic level of training. These courses can be taught as seminars during teachers' conventions, leadership training, or certification weekends. It may take several months to a year to complete all nine courses, after which a certificate from the General Conference Children's Ministries Department will be given to each participant.



For teachers who have completed the basic training, they may choose to work on the advanced level of the Leadership Certification of the Children's Ministries Department of the North American Division. The requirements for the advanced level can be downloaded from the NAD website at [www.childmin.com](http://www.childmin.com).

The seminar notes for Courses #1-5, and 9 are included here. For notes on Courses #6 and 7, see Adventist Risk Management Guidelines of Chapter 6.

## **BASIC LEVEL**

### **1. Understanding GraceLink**

A walk through the GraceLink curriculum, learning about how the four dynamics of grace, worship, community, and service are incorporated into the Bible lessons, and understanding the new approach to teaching it.

### **2. Active Learning**

Discover the interesting and best method of teaching children of any age by involving them in activities rather than through lectures.

### **3. Faith Development of Children**

Find out how children develop their faith and learn to lead them through the stages of faith development to a committed relationship with Jesus Christ.

### **4. Positive Class Discipline**

Learn some ideas of managing a class with grace and firmness as you facilitate active learning in your lessons.

### **5. Raising Kids to Adore God**

Help parents learn the most effective ways to raise children to adore God by making worship as a lifestyle.

### **6. Protecting Children from Abuse (Screening Volunteers)**

Protect the children in your church by implementing an effective procedure for volunteer screening. Learn how to introduce volunteer application forms without insulting long-time leaders.

### **7. Safety and Emergency Procedures for Children**

Provide safety for children in church-sponsored activities by implementing procedures that protect them from physical harm, danger, accidents, and other unforeseen hazards.

### **8. Understanding Child Development: Birth Through Early Teen**

Discover the developmental characteristics of children ages 0-14, how they learn, and how best to teach them. Understand the needs, the strengths, and the challenges of pre-adolescents. Learn practical tips for keeping them connected to the group and to Jesus.

### **9. Understanding How Children Learn**

Understand how children learn through their different learning styles and try to meet the needs of each type of learner. Discover the secrets for developing a successful lesson plan.



## UNDERSTANDING GRACELINK (Course Notes #1)

### Why Do We Need A New Curriculum?

- ☺ Children have not understood God's grace
- ☺ More than 50% of the young people are leaving the church
- ☺ We understand more now about how children learn and how we teach
- ☺ Children are living in a different world with many distractions

### Four Dynamics of GraceLink

1. Grace – Jesus loves me (Romans 3:20)
  - ☺ Grace is what God does for us even when we don't deserve it
  - ☺ God loved us when we were sinners
  - ☺ There is nothing at all we can do to earn that favor
  - ☺ God's grace is enough to cover all our needs
2. Worship – I love Jesus (Ephesians 3:20)
  - ☺ Worship is everything we do in response to God's wonderful gift
  - ☺ It is our beliefs, values, and behavior
  - ☺ It is our praise, prayer, and Bible study
  - ☺ It is our decisions about life-style choices—friends, music, entertainment, hobbies, home, school, church, sports, and more
3. Community – We love each other (Philippians 3:20)
  - ☺ Community is the church family where we learn to share faith, worship, fellowship, acceptance, trust, involvement, and outreach
  - ☺ Church members help children's faith to grow
  - ☺ Involve children in religious activities at home and in the church
  - ☺ Encourage children to explore their own faith and grow spiritually
4. Service – Jesus loves you, too (Revelation 3:20)
  - ☺ Service is how we treat others outside our church
  - ☺ We can model service by extending hospitality and encouraging others
  - ☺ Provide opportunities for children to serve others

### Total Hour Teaching

Divide the lesson time into four approximately equal segments (usually about 15 minutes each)

1. Readiness Activities (1<sup>st</sup> segment)

- ☺ Prepare their minds for the story or concept
  - ☺ Experience the concept
  - ☺ Evaluate how they are doing in a related area of life
  - ☺ Connect with something they already know about the concept
  - ☺ Feel comfortable—among friends
  - ☺ Start talking to each other
  - ☺ (Gets Style 1 Learners Tuned In)
2. Experiencing the Bible Story (**2<sup>nd</sup> segment**)
- ☺ Hear/see the Bible story
  - ☺ Use their Bibles to
  - ☺ learn the main Bible lesson
  - ☺ learn the memory verse
  - ☺ listen to God’s voice
  - ☺ (Gets Style 2 Learners Tuned In)
3. Application (**3<sup>rd</sup> segment**)
- ☺ Scenarios—situations from everyday life
  - ☺ Problem solving
  - ☺ Testing the concept
  - ☺ Deciding what God is trying to tell them
  - ☺ (Gets Style 3 Learners Tuned In)
4. Sharing (**4<sup>th</sup> segment**)
- ☺ Role play things they will do as a response to the lesson
  - ☺ Plan a group response/project
  - ☺ Teach someone else what they learned
  - ☺ Make something to share the memory verse/message
  - ☺ Start a service project
  - ☺ (Gets Style 4 Learners Tuned In)
4. Prayer, praise, and mission—where do they fit in?
- ☺ Take an extra 15-20 min. for prayer, praise, and mission.
  - ☺ Insert this segment into the hour at any point; it fits well after readiness.
  - ☺ Stop and pray/praise at any point in the program, especially if a concern is expressed.

### **Changes in the Sabbath School Divisions**

- ☺ *Beginners* (2 year cycle) ages birth - 2 years  
(previously cradle roll [1 year cycle] ages birth through 48 mons)
- ☺ *Kindergarten* (2 year cycle) ages 3 - 5 years  
(previously kindergarten [3 year cycle] ages 4 - 6 years)

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- ☺ *Primary* (4 year cycle) ages 6 - 9 years  
(previously primary [3 year cycle] ages 7 - 9 years)
- ☺ *Junior* (4 year cycle) ages 10 - 13 years  
(previously junior/teen [4 year cycle] ages 10 - 14)

**Sample**  
**Beginner/Kindergarten Sabbath School Class**  
(Edwina Grice Neely)

**Lesson Two:** Paul and the Shipwreck

**Memory Verse:** “Tell about...the wonderful things [GOD] has done.” (Psalm 105:2, ICB)

**Objectives:** The children will:

*Know that they can share God’s good news with others.*

*Feel sure that God will be with them.*

*Respond by comforting others.*

**The Message:** I will tell others about Jesus.

**Room Decorations:** Outdoor scenery is appropriate \_\_ trees, flowers, rocks, bushes, etc. A small boat helps make the scene.

**1. Parent Time:** Story from Week 5

**2. Arrival Activities:**

**Ships:** Fill large plastic container or small wading pool with water. Supply Styrofoam trays or floating objects for ships. Allow the children to blow through a straw to try to move the “Boats”.

Angels: Provide angel costumes for the children. Encourage them to help someone.

**3. Getting Started:**

- A. Welcome
- B. Prayer Time
- C. Visitors
- D. Offering
- E. Birthdays

**4. Experiencing The Story:** Boxes for the children to get in

- F. Memory Verse
- G. Little lights (candle/bucket)
- H. Sailing boats
- I. Paul Warns the Captain (teach finger play)
- J. The Storm (electric fan/toy drums , toy cymbals) (Kdg. Shakers of baking soda)
- K. The Angel (angel sticks)
- L. Eat Some Food (plastic food)
- M. Safe On Shore (sing praises)
- N. You’ve Go To Tell (teach motions) (Song: “Encourage one another and build each other up” I Thessalonians. 5:11- Kdg.)

**O. Kind Lips**

**P. Share The Good News (Jesus Loves Me banners)**

**CLASS TIME Options (These options can be saved and used in the program the next week)**

**In the spaces below write down what is needed for each activity.**

**Sailing Ships**

**Lightning Pictures**

**Storm Clouds**

**Angel**

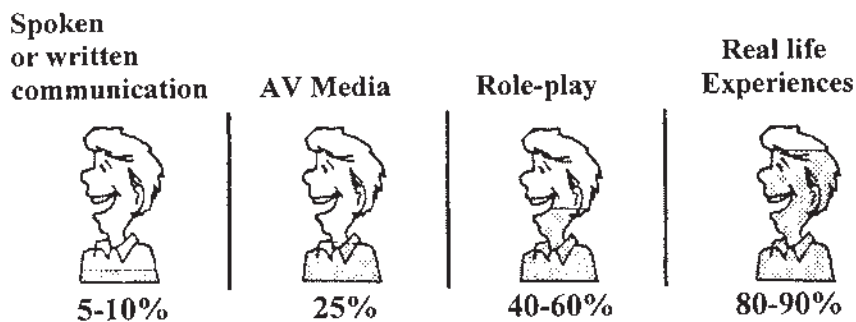
**Sock Puppet**

## ACTIVE LEARNING (Course Notes #2)

### What is Active Learning?

Active learning is learning by doing (*using all the senses*) rather than by just listening.

### Children Remember What They Do.



### Characteristics of Active Learning

- ☺ It's an adventure
- ☺ It's fun and captivating
- ☺ It involves everyone
- ☺ It is student-based
- ☺ It's process-oriented
- ☺ It's relational
- ☺ It's focused through debriefing

### What is Debriefing?

"It's the discussion of feelings and experiences produced by an activity to gain understanding."

### Debriefing is a Three-way Process

- ☺ Reflection – "How did you feel?"
- ☺ Interpretation – "What does this mean to you?" "What have you learnt?"
- ☺ Application – "What will you do about it?" "How will you change and grow?"



### **How to Make Active Learning Work**

- ☺ Give Directions
  - ✓ make them clear and simple
  - ✓ spell out the steps in the order they will be followed
  - ✓ write them on paper and tape on the wall, or give them orally.
  
- ☺ Provide Necessary Materials
  - ✓ keep supplies of much-used materials on hand in the classroom
  - ✓ keep a large supply of pens, pencils, crayons, scissors, construction paper, newspapers, string, yarn, etc.
  
- ☺ Allow Everyone to Participate in the Activity
  - ✓ don't do the activity for the kids
  - ✓ allow the child flexibility (there is more than one way to do an activity)
  - ✓ affirm children of their creativity and uniqueness of their finished products
  
- ☺ Debrief the Activity
  - ✓ Allow everyone to participate in debriefing activity

### **Bible Learning Activities**

- ☺ Bible learning activities are designed with a specific bible text or story in mind.
- ☺ The goal of the activity is to help children better understand the text
- ☺ When the activity is finished, ask the children to read the text
- ☺ The children explain how the activity help them understand the text

### **Readiness Activities**

- ☺ Prepare the mind
- ☺ Precede the Bible study
- ☺ Connect the children with something they already know

### **Application Activities**

- ☺ These are important to help children apply Bible truths to their lives.
- ☺ Give them time to suggest applications after the lesson.

### **Other Types of Learning Activities**

- ☺ Artistic activities.
- ☺ Creative writing activities.
- ☺ Dramatized activities.
- ☺ Research activities.
- ☺ Puzzles and games.
- ☺ Object lessons.
- ☺ Experimental activities

### **Bible Learning Centers**

- ☺ Learning centers are learning situations set up for small groups of children where they learn by self-directed Bible learning activities.

### **How Do Learning Centers Work?**

- ☺ Prepare 3-4 learning centers with clear directions at each.
- ☺ Divide children into small groups.
- ☺ Children spend 7-10 minutes at each learning center, then rotating around to other centers.
- ☺ At each center, they work on age-related activities.
- ☺ After 30 minutes, they come together for debriefing and worship.



### **RESOURCES:**

Cornforth, Fred and Kelly. *Creative Bible Learning Activities*. Lincoln, Nebraska: AdventSource.

Robinson, Rob. *52 Easy Program Ideas for Sabbath School–Kindergarten Year*. Lincoln, Nebraska: AdventSource, 2002.

## FAITH DEVELOPMENT OF CHILDREN (Course Notes #3)

### Luke 2:52

“And Jesus increased in wisdom, in stature, and in favor with God and man.”

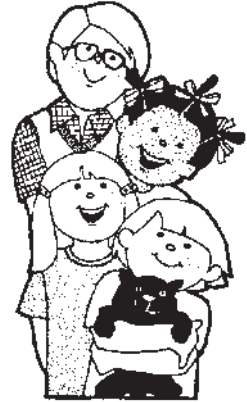
### Four Areas of Development

- ☺ Mental – “wisdom”
- ☺ Physical – “stature”
- ☺ Spiritual – “in favor with God”
- ☺ Social – “in favor with man”

### What is Faith?

“Faith is a living, growing relationship with God that develops and grows throughout one’s life.”

- ☺ Hebrews 11:1; 12:2
- ☺ James 2:14-26
- ☺ Romans 10:17
- ☺ 2 Corinthians 10:17
- ☺ James 1:3
- ☺ Ephesians 3:17



“Growing in faith is growing “in trustful dependence on Jesus.”

*“Let us have more confidence in our Redeemer...Have faith in God. Trustful dependence on Jesus makes victory not only possible but certain.”*

*Ellen G. White  
In Heavenly Places, p. 17*

### Stages of Faith Development

1. Experience Faith – Key: observing and reacting; Age: early childhood
  - ☺ Needs: to experience grace, trust, love, and unconditional acceptance
  - ☺ How to foster experienced faith:
    - ✓ smiles, hugs, and affirmation;
    - ✓ hearing and seeing love modeled
    - ✓ loving discipline
2. Belonging Faith – Key: feel belonged; Age: primary and junior
  - ☺ Needs:
    - ✓ a sense of authority
    - ✓ constantly hearing the story of the community

- ✓ experience awe and wonder
- ✓ sense that the community wants them, accepts them, and misses them when absent
- ☺ How to foster belonging faith:
  - ✓ unconditional acceptance
- ☺ art, drama, stories

3. Searching Faith – Key: critical judgment; Age: Teens

- ☺ Needs:
  - ✓ establish identity
  - ✓ religion of the head balances religion of the heart
- ☺ How to foster searching faith:
  - ✓ serious study (depth as well as breadth)
  - ✓ experience short term journeys

Establishing identity: During adolescence, teens are obsessed with finding themselves.

- ☺ Parents can help:
  - ✓ affirming their strengths
  - ✓ helping them identify their spiritual gifts
  - ✓ showing unconditional love and acceptance
  - ✓ helping them see Jesus as real
- ☺ Teachers can help:
  - ✓ make Jesus and grace central to every class
  - ✓ getting to know teens individually
  - ✓ leading teens to accept Jesus
- ☺ Accept teens' questions about God and faith:
  - ✓ help them find answers
  - ✓ it's okay not to know all the answers
- ☺ Challenge them to think:
  - ✓ ask 'what if' questions
  - ✓ do open-ended Bible study with teens using the Bible and concordance

Short journeys: Taking kids out on a journey to discover life.

- ☺ Take them on a bus ride
- ☺ Allow them time to observe
- ☺ Take them to the homeless—let them figure ways to help and show love
- ☺ Visit a senior care facility

4. Owned Faith – Key: conversion, discipleship, and witness: Age: young adults.

- ☺ Needs:
  - ✓ to be example
  - ✓ help others put faith to work
- ☺ How to foster owned faith:

- \* by teaching others
- \* by being socially responsible

Getting Youth Involved:

- ☺ In teaching – as Pathfinder and summer camp counselor, teacher in Sabbath School.
- ☺ In witnessing
- ☺ Interaction with peers – giving Bible study, do peer counseling
- ☺ In social responsibility
- ☺ In service

**Helping Faith Grow in Your Church**

- ☺ Keep in mind the entire picture of faith growth
- ☺ Build a good foundation
- ☺ Set your child on his/her own faith journey
- ☺ Help your church realize what they can do as a community to encourage faith growth
- ☺ Mentor youth to teach children

**RESOURCES:**

Calkins, Ann M. ed. *Children's Ministries; Ideas and Techniques that Work*—Lincoln, Nebraska: AdventSource, 1997.

**POSITIVE DISCIPLINE  
MANAGING A CLASS WITH GRACE  
(Course Notes #4)**

**I. Definitions of *discipline***

What words do you associate with **discipline**? Is discipline a positive or negative for you?

- Heb. 12:6 associates *discipline* with \_\_\_\_\_.<sup>#1</sup>  
*Because the Lord disciplines those he loves,  
And he punishes everyone he accepts as a son (or daughter)."*
- Heb. 12:7 describes *discipline* as \_\_\_\_\_.<sup>#2</sup>  
<sup>7</sup>Endure hardship as discipline; God is treating you as sons. For what son is not disciplined by his father?
- Heb. 12:5 calls discipline "that word of \_\_\_\_\_.<sup>#3</sup>"  
"And you have forgotten that word of encouragement that addresses you as sons."
- EGW says: "Character is built on obedience, simplicity and submission to His will."  
"The object of discipline is the training of the child for \_\_\_\_-\_\_\_\_\_.<sup>#4</sup>  
"(Education, 287.)
- Heb. 12:15 suggests we should temper discipline with \_\_\_\_\_.<sup>#5</sup>  
<sup>15</sup>"See to it that no one misses the grace of God and that no bitter root grows up to cause trouble and defile many."

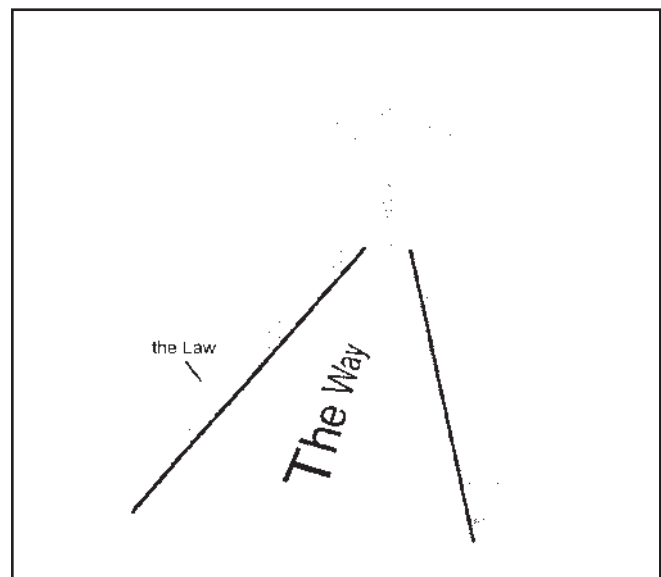
**II. Discipline and Grace**

**Grace**—Jesus on the cross. "Lift up Jesus and with Him all humanity will be lifted up."  
E.G.W.

**The Way**—Illumination from cross to self.  
"But I, when I am lifted up from the earth, will draw all (persons) to myself" (Jn. 12:32).

**The Law**—a wall of safety either side of the way. "Direct me in the path of your commands" (Ps. 119:35).

**"Love is the best motivator."**



## Preventive Measures

“Prevention is the best cure.”

Goal	Method	Benefits
1. Winning them over	Smiles and hugs Call by name Touch Affirm Terms of endearment Liking the kids Listening to them Tasteful room decor	
2. Cohesiveness	Doing stuff together Working as a team 2-way communication Involving them in planning Getting next to key leaders Team challenges--not competition Being huggable Being teachable	
3. Inclusiveness	Cooperative learning Modeling cohesiveness. Valuing differences & cultures Leaving nobody out Teaching for learning styles	
4. Safe environment	No wrong answers Positive emotional climate Nobody left out Show respect for kids Teach kids to respect each other. “In our room we don’t put anybody down.” Tone of voice. Establish rules and routines	





Bill shouts, "Be quiet, Andy!" Andy then replies to Bill and a heated exchange ensues-- for the purpose of derailing the teacher. Apply bump 2.

### **Bump 2**

Minimal request (when a student doesn't respond to bump-1 and bumps again)

1. Pause
2. Turn toward the student (*square off*)
3. Give a minimal verbal request (*Are you finished? Are you ready?*)
4. Give a polite thank you and keep going with the lesson.

### **Bump 3**

The choice—a technique for presenting options.

1. Stop teaching, turn to the student (or approach privately)
2. Move to bump 4 if it doesn't work.
3. Offer an appropriate choice
4. Wait for an answer, *verbal or non-verbal*.



In between bumps, try to win them over with a little humor.

### **Bump 4**

Following through—This bump has two dimensions:

1. Following through on the choice you gave earlier
2. Implied choice—A choice you gave one student applies to all students if they heard the choice.

### **Bump 5**

Steps to defuse a crisis or power struggle—to show that you mean what you say

After a choice has been given without effect, standing as close to the student as possible:

1. Stop teaching; square off to them.
2. Make eye contact; take your time.
3. Deal with allies; stand between them and the offender.
4. Shift the focus of control to the student.
5. Pause and allow the student to save face.
6. Bring closure: *Thank you. I appreciate that.*

The Role of a Crew Leader

The leader up front is the class teacher who gives directions.

The crew leader is a volunteer who sits with a group of five children.

The crew leader is the leader's ally and the crew's coach.

Teaching this way makes it easy to recruit volunteers because they do not prepare a lesson.

They:

- ☺ Get to know the children in their group
- ☺ Help the children carry out the instructions of the teacher.
- ☺ Take responsibility for only 5 students
- ☺ Sit with their group throughout
- ☺ Are responsible to the teacher up front
- ☺ Have a chance to lead children to Jesus
- ☺ Show grace

**RESOURCES:**

Bennett, Barrie and Peter Smilanich, *Classroom Management: A Thinking & Caring Approach*, Toronto, Canada; Bookation, 1994.

White, Ellen G. *True Education*. Hagerstow, Maryland: Review and Herald Publishing Association, 2000.

## RAISING CHILDREN TO ADORE GOD (Course Notes #5)

### What is Worship?

Worship is far more than going to church singing, praying, reading the Bible, memorizing a few verses, putting a few coins in the plate, or performing any outward rituals. It is about forming and nurturing an internal relationship with God. Worship is the individual adoration of God



*“The only way to provide the right home for your children is to put the Lord above them, and fully instruct them in the ways of the Lord. You are responsible before God for the home you provide for them.”*

—Billy Graham

### Two Areas are important for every believer:

- ☺ Worship in Your Daily Quiet Time
- ☺ Worship as a Lifestyle

**The Model Principle:** “We cannot expect our children to be any more dedicated to Christ than we are ourselves.”

### Types of Authority

- ☺ Authority of Position – whether an adult is a good parent or a poor one, the child obeys him.
- ☺ Authority of Experience – the adult has more knowledge, hence carries more weight.
- ☺ Authority of Recognition – the adult has authority, knowledge & successes.

### Winning Your Children’s Respect

Winning your children’s, especially your teenagers’ respect will enable them to respect your belief system.

### What Are We to Model?

- ☺ “Virtuous” actions and attitudes such as being kind, humble, patient and compassionate.
- ☺ Christian habits such as reading & studying the Bible, praying to God, worshipping Jesus.
- ☺ We talk about worship.
- ☺ We speak praise.
- ☺ We enjoy learning—”Anyone who stops learning is old, whether it happens at twenty or eight.”—writer Harvey Ullman.
- ☺ We model the characteristics of God.

- \* justice
- \* unconditional love
- \* forgiveness



### Know Your Children

*“Be sure you know the condition of your flocks, give careful attention to your herds.”—Proverbs 27:23*

- ☺ Know that every child is unique.
- ☺ Know our children’s temperaments.
- ☺ Know how to show equal respect for every child.
- ☺ Know how our children feel.
- ☺ Know how our children think about God.

### Home-Life Principles That Encourage Worship

1. Express gratitude to your children.
  - ☺ Let our children know that we were delighted at their arrival.
  - ☺ Children need to hear such statements as, “We were so excited when you were born” and “The best gift God has ever given me was you children.”
  - ☺ Love them unconditionally.
2. Be humble and ask for forgiveness.
  - ☺ Parents who sincerely apologize and ask forgiveness after they lose their temper, demonstrate to the children that there is a higher authority, a Master in heaven.
  - ☺ Our public submission to that Master and His law is another proof that we consider Him worthy of our worship.
3. Be sure that dad (not just mom) leads spiritually.
  - ☺ For the sons, it proclaims that Christianity is really for the females, so you do not have to take it seriously.
  - ☺ For the daughters, it damages the important portrait of the father heart of God, which may later produce insecurities about God’s love for them.
4. Have regular family devotionals.
  - ☺ Time – each family decides on the best time, but the keyword is consistency.  
*“The secret of success is consistency of purpose.” -- Benjamin Disraeli*
  - ☺ Place – choose a place where there is minimum distractions.
  - ☺ Duration – generally 10-15 minutes.

#### *Principles for Family Devotionals:*

- \* Positive Attitude – “Nothing great was ever achieved without enthusiasm.” —  
Ralph Waldo Emerson
- \* Openness – answer children’s questions.
- \* Variety – use drama, quizzes, etc.
- \* “Serious Fun.”

5. Learn to Handle Disagreements.
  - ☺ Self-control—parents need to put the brakes on the feelings of anger and curb their tongues from lashing out.
  - ☺ Privacy—resolve arguments in your room, keeping their voices down.
  - ☺ Resolution—problems and disagreements should be resolved as soon as possible (Ephesians 4:26).
  
6. Uphold Other Authorities Before Your Children
  - ☺ Consider other authorities in your child's life: teachers, coaches, youth leader, police officers, politicians, etc.
  - ☺ Help children see these true authorities are their friends, not enemies, and that they have been placed here by God Himself.
  - ☺ Do not criticize your child's teacher at meal times.
  
7. Watch the Way You Talk About Your Childhood.
  - ☺ Do not rub our negative memories in the children's faces.
  - ☺ Use discretion when we want to share some horrible "testimony" with them.
  - ☺ Good memories should be told and retold.
  
8. Maintain Personal Standards.
  - ☺ Give your children an illustration of "clean hands and a pure heart" (Psalm 24:4).
  - ☺ Check on what you read or watch on television.
  - ☺ Your language should be consistent with your Christian beliefs.
  - ☺ Get rid of hypocrisy.

*"Where one man reads the Bible,  
a hundred read you and me."  
— Dwight Moody.*
  
9. Try to Make Your Children Proud of You.
  - ☺ Take a friendly, sincere interest in their friends.
  - ☺ Act wisely in front of their friends.
  - ☺ Smile and greet their friends warmly.
  - ☺ Ask about their families.
  - ☺ Avoid saying anything that might embarrass your child.
  
10. Love Your Spouse Above Your Children.
  - ☺ This principle is most important in terms of inspiring a child to adore God.
  - ☺ Take disagreements to the privacy of your room.
  - ☺ Show open affection.
  - ☺ Love your spouse as Christ loves the Church.

**RESOURCES:**

Kavanaugh, Patrick. *Raising Children to Adore God*. Grand Rapids, Michigan: Chosen Books, 2003.

**UNDERSTANDING CHILD DEVELOPMENT:  
BIRTH THROUGH ADOLESCENCE  
(Course Notes #8)**

In order to work effectively with children, it is important that we understand how children grow and develop. It is helpful to note the characteristics of their growth at different age level.

**Beginners (0-3 years)**

Physical	Mental	Emotional	Social	Spiritual
<ul style="list-style-type: none"> <li>● Vary greatly in their physical development</li> <li>● Are growing rapidly, but tire easily</li> <li>● Very active and learning to use and control their bodies</li> <li>● Cannot sit still for long</li> </ul>	<ul style="list-style-type: none"> <li>● Easily distracted and have a very short attention span.</li> <li>● Learn through repetition, routine and imitation</li> <li>● Learn through their senses and muscular activity</li> <li>● Learning through specific do's and don'ts</li> </ul>	<ul style="list-style-type: none"> <li>● Are extremely egocentric — centered in themselves</li> <li>● Fear separation from parents</li> <li>● Cry easily; one crying child sets other children crying</li> <li>● Feeling creatures with a sensitive nervous system</li> <li>● Become attached to adults who show love and acceptance of them</li> </ul>	<ul style="list-style-type: none"> <li>● Crave adult attention</li> <li>● Shy and timid among strangers</li> <li>● Developing personality through contacts with people</li> <li>● Learning to love and trust</li> </ul>	<ul style="list-style-type: none"> <li>● Senses attitudes of respect, joy, and anticipation in connection with church, the Bible, and Jesus</li> <li>● Can identify pictures of Jesus and lisp His name</li> <li>● Will fold hands (briefly) for the blessing before meals and kneel (again briefly) for prayer</li> </ul>

## Kindergartners (3-5 years)

Physical	Mental	Emotional	Social/Relational	Spiritual Needs
<ul style="list-style-type: none"> <li>● Learn to use large and small muscles</li> <li>● Active, energetic and intense, but tire easily</li> <li>● Are curious and like to explore their environment</li> <li>● Prone to accidents and childhood diseases</li> <li>● Learn by exploring</li> </ul>	<ul style="list-style-type: none"> <li>● Talkative, with a large vocabulary</li> <li>● Learn through specifics, not general principles</li> <li>● Learn through their senses, repetition and the familiar</li> <li>● Have a quick memory, but may forget easily</li> <li>● Curious and excited about their world</li> </ul>	<ul style="list-style-type: none"> <li>● Impulsive, explosive, and easily excited</li> <li>● Are afraid of many things</li> <li>● Often shy and need reassurance and security</li> <li>● Eager to be center of everything, can get jealous of other children</li> <li>● naturally sympathetic and beginning to think of others</li> </ul>	<ul style="list-style-type: none"> <li>● Are self-centered—the world revolves around them</li> <li>● Play alone in the presence of their friends, rather than playing with their friends</li> <li>● Like to make friends and be with friends</li> </ul>	<ul style="list-style-type: none"> <li>● Kindergarten children need to know:</li> <li>● God loves and cares for them</li> <li>● How to show respect for God</li> <li>● How to respect themselves; this comes from knowing that God made them, knows them, and values them</li> <li>● The difference between right and wrong</li> <li>● How to choose the right with God's help</li> </ul>

## Primaries (6-9 years)

Physical	Mental	Emotional
<ul style="list-style-type: none"> <li>● Show good muscle coordination and balance</li> <li>● Behave in a boisterous and energetic manner</li> <li>● Learn eye-hand coordination for fine-muscle skills</li> <li>● Willingly practice to learn new skills</li> <li>● Are somewhat far-sighted until 8-years old</li> <li>● Are good singers</li> </ul>	<ul style="list-style-type: none"> <li>● Like to demonstrate their newly acquired reading skills; however, many through age 9 need help finding and reading Bible texts</li> <li>● Are literal thinkers; need objects and pictures to help them understand</li> <li>● Are learning to distinguish between fact and fancy</li> <li>● Are curious and observant, asking lots of questions</li> <li>● Learn best from hands-on experience with concrete objects</li> <li>● Are capable of prolonged interest</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate variety within a fairly stable routine; a complete change of program can upset younger primaries.</li> <li>● Are learning to control negative emotions, expressing them in socially acceptable ways</li> <li>● Need adults to model self-control</li> <li>● Fear death and divorce</li> <li>● Are motivated by recognition</li> </ul>
Social/Relational	Spiritual	Spiritual Needs
<ul style="list-style-type: none"> <li>● Enjoy group games, projects, quizzes, and activities</li> <li>● Are naturally boisterous and energetic</li> <li>● Like adults and seek relationships with them; want to please them</li> <li>● Want to make friends, especially best friends, with their peers</li> <li>● Can be “little legalists”, wanting to know the rules and to apply them to other people</li> <li>● Want to belong to clubs and groups; family and church are important to them</li> </ul>	<ul style="list-style-type: none"> <li>● Understand some simple religious symbolism</li> <li>● Have an interest in God</li> <li>● Willingly believe what the church teaches</li> <li>● Want to be told what to believe</li> <li>● Understand enough about sin and salvation to choose Jesus as Savior and best Friend</li> <li>● Want to please God</li> <li>● Make prayer a part of daily life if encouraged to do so</li> <li>● Willingly accept their responsibility as stewards if given the opportunity</li> <li>● Imitate models of Christian living</li> </ul>	<ul style="list-style-type: none"> <li>● To know God loves and cares for them</li> <li>● To develop a personal relationship with Jesus, and see Him as their Friend</li> <li>● Ready access to God through prayer</li> <li>● To experience forgiveness and mercy</li> <li>● Assurance of acceptance with God—without it, they experience fear and guilt</li> <li>● To know the law of God; they will apply it as a standard of living</li> <li>● Help to offer mercy and forgiveness to those who wrong them</li> </ul>



## Juniors-Earliteens (10-14 years)

Physical	Mental	Emotional	Social/Relational
<ul style="list-style-type: none"> <li>● Strong and healthy and eager to practice and display their physical skills</li> <li>● Active, energetic, noisy, talkative, and imaginative</li> <li>● Growing rapidly because of hormone explosive</li> </ul>	<ul style="list-style-type: none"> <li>● Learn to reason from cause to effect</li> <li>● Very realistic but also imaginative and creative</li> <li>● Like to be actively involved or they are quickly bored</li> <li>● Interested in history, geography, map study, and using reference books</li> <li>● Begin to question authority</li> <li>● Are capable of thinking and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>● Lack self-esteem, so struggling with accepting themselves as they are</li> <li>● Are subject to mood swings</li> <li>● Get bored unless they see the purpose in what they are doing</li> <li>● Crave success and affirmation</li> <li>● Are acquiring values</li> <li>● Searching for a close relationship with adults who trust them</li> </ul>	<ul style="list-style-type: none"> <li>● Care about pleasing their peers</li> <li>● Are hero-worshippers</li> <li>● Are action-oriented</li> <li>● Start to develop gender roles</li> </ul>
Spiritual	Developmental Needs	Spiritual Needs	
<ul style="list-style-type: none"> <li>● Want Bible teaching to be practical, related to their life</li> <li>● Are ready to make salvation decisions</li> <li>● Are developing their consciences</li> <li>● Feel responsibility for their sins</li> <li>● Are rule-oriented</li> <li>● Are looking for adult models</li> </ul>	<p>Juniors have the basic needs of childhood plus the need to:</p> <ul style="list-style-type: none"> <li>● Be responsible</li> <li>● Achieve competence</li> <li>● Grow in self-esteem</li> <li>● Master social, academic, and physical skills</li> <li>● Earn from parents a greater measure of personal freedom</li> </ul>	<p>Juniors need:</p> <ul style="list-style-type: none"> <li>● To know God loves and understands them</li> <li>● A Savior who can give them victory over sin</li> <li>● Confirmation that God answers prayer and encouragement to trust Him</li> <li>● To know what God has done for others and what they personally can expect from Him</li> <li>● To know how God affects their daily lives</li> <li>● To experience forgiveness and freedom from guilt</li> </ul>	

**RESOURCES:**

Betz, Charles H. *How to Teach the Bible with Power*. Hagerstown, Maryland: Review and Herald, 1995.

Constance, Kamii and Janet Ewing. "Basing Teaching on Piaget's Constructivism." *Childhood Education Annual Theme Issue 1996*, pages 260-262.

Habenicht, Donna and Anne Bell. *How to Teach Children in Sabbath School*. Hagerstown, Maryland: Review and Herald, 1983.

Habenicht, Donna. *How to Help Your Child Really Love Jesus*. Hagerstown, Maryland: Review and Herald, 1994.

Holt, Pat and Grace Ketterman. *Choices Are Not Child's Play*. Harold Shaw Publishers, 1990.

Louv, Richard. *Childhood's Future*. Anchor Books, 1990.

## UNDERSTANDING HOW CHILDREN LEARN (Course Notes #9)

We all have a way we learn best. This is called the Styles of Learning. There are four types of learning styles and all the different learning styles will be represented by the children in our Sabbath School.

### LEARNING STYLE 1 — INNOVATIVE

- ☺ Strengths: Imaginative ability. Understanding people. Recognising problems. Brainstorming. These people are the conscience for the group - prophets. They're concerned with relationships between people.
- ☺ Weaknesses: They prefer to observe, will add creative touches to group projects and keep information. Often won't make decisions. Sometimes fail to recognise problems and opportunities.
- ☺ In Sabbath School
  - ☺ Artistic expression of faith
  - ☺ Creative writing (poetry, songs, stories)
  - ☺ Posters, collages, sculptures, room decorations
  - ☺ Inventories about personal feelings



### LEARNING STYLE 2 — ANALYTIC

- ☺ People with this learning style prefer to learn by abstract conceptualisation. They are usually thinkers, logical and orderly.
- ☺ Strengths: Good at planning, creating models, defining problems, developing theories, remembering facts, they like to reason inductively.
- ☺ Weaknesses: Can be so involved in abstract thinking that they don't make good practical application.
- ☺ In Sabbath School
  - ☺ Research activities with Bible maps etc
  - ☺ Quizzes, discussions, Bible studies
  - ☺ Coded scriptures and puzzles

### LEARNING STYLE 3 — COMMON SENSE

- ☺ Strengths: Problem solving, decision making, deductive reasoning, defining problems and applying new ideas to new situations.
- ☺ Weaknesses: May solve the wrong problems, hasty decisions, lack of focus, no testing of ideas, scattered thoughts.
- ☺ In Sabbath School
  - ☺ Begin on time with activities
  - ☺ Give opportunity for participation in experiments
  - ☺ Writing and planning a drama
  - ☺ Solving problems that apply the lesson to everyday life
  - ☺ Construction
  - ☺ Personal Inventories

**LEARNING STYLE 4 — DYNAMIC**

☺ *Strengths:* These people are result-oriented. They like getting things done. They take leadership, and are good at explaining policies; great sales persons. They take risks. They prefer to learn new skills on-the-job.

☺ *Weaknesses:* They tend to make trivial improvements and engage in meaningless activities. They will begin lots of projects but may not finish them on time or at all. Their planning is not realistic or goal-directed.



☺ In Sabbath School

☺ Hands-on activities eg make greeting cards and write letters

☺ Real life simulations

☺ Produce and participate in drama

☺ making lists, organising material, planning a real event eg visit to hospital

☺ Testing situations/theories

☺ Achieving goals/putting on programs

**RESOURCES:**

Calkins, Ann M., ed. *Children's Ministries; Ideas and Techniques that Work*, Lincoln, Nebraska: AdventSource, 1997.