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Spiritual FORMATION



THE CHILDREN WORKER AND HIS SPIRITUAL GROWTH

Growth is essential in every believer's life. Growth is a gradual, continuous and cumulative life long process that is influenced by people and circumstance. God is not happy when any of His children is not growing, just like every natural parent is not happy when there is abnormality in the growth of their children. Growth is a two - way thing: You first grow downward (rooted in Christ), then upward (ministry). How rooted we are in Him will determine our outward growth or ministry. (John 1:16, 17). The I in us must decrease and He must increase. John 3:30.

We also have a responsibility as Christians to help others to grow.

According to 2 Peter 3:18, we are to:

1. Grow in Grace: Phil. 2:13; Rom. 12:3
2. Grow in the knowledge of God: Phil. 3:10; Exodus 33:18; Dan. 11:32. Our growth in the knowledge of God is enhanced by adequate spiritual nourishment.

INGREDIENT FOR AND AREAS OF SPIRITUAL GROWTH

- (a) The word of God - Psalm. 1:1-3; Joshua 1:8; Job 23:12. Meditate and memorise the scripture as you read.
- (b) Prayer and fasting - Luke 18:1; James 5:16; Eph. 6:18.
- (c) Fellowship - with brethren and Holy Spirit - Prov. 27:17; Heb. 10:38; 2Cor.13:14. Avoid fellowship with people that have no desire to grow or that are evil. 1Cor. 15:33; Prov.12:26.
- (d) Witnessing - Grow in the number of people you reach with gospel especially children. This you can do through your public witnessing and / or increase in the number of your Bible club.
- (e) Worship - Determine in your heart to respect and obey God always.(Rev. 4:6-11)
- (f) Literature and tapes - Avail your self of good Christian literature and message that edify and could enhance your spiritual growth.

Jesus is our standard - Ephesians 4:11- 15. God wants us to grow up to be like Jesus in all things. Except we abide in Him, we can't grow, for in Him is life. He is the source of our new life and the strength of it. Without Him we can do nothing (including growth) John 15:1-2, 5.



THE MINISTRY OF THE HOLY SPIRIT

HIS DEITY

The Holy Spirit is God. He is the third person of the Godhead: God the Father, God the Son being other member. The three are co-equal, indivisible and inseparable. As God, the Holy Spirit is to be revered and worshipped.

EVIDENCE OF HIS DEITY

1. He possesses all the attributes of God such as love, holiness, eternal etc. (Luke 11:13; Heb.



- 9:14; Ps. 139:7 1cor. 2:10-11; Gen. 1:2; 1 John 5:6).
2. His works: Only God can do what He does, e.g. Creating (Gen. 1:2), Regenerating (John. 3: 5-6), Inspiring (2 Peter 1:21), etc.
 3. Equal associate with other persons of the Trinity. (Matt. 28:19; Acts 5:3-4; 2 Cor.13:14). Some verses spoken by the Lord in the Old Testament are referred to in the New Testament as being written by the Holy Spirit, e.g. Isa. 6:9 and Acts 28:15, 26; Jer. 31:33 and. Heb. 10:15, 16.

HIS PERSONALITY

The Holy Spirit is a person, not a force, not an "IT".

EVIDENCE OF HIS PERSONALITY

- He can see (1 Cor. 2:10,
- Hears (John 16:13), and speaks (Rev.2:7).
- The Holy Spirit has feelings and emotions, and so can be grieved. Eph.4:30; Isaiah 63:10.

Because He's a person, He understands our problems and can help us.

As a person, you can relate to Him on a person to person basis. We need to cultivate His presence and commune with Him consistently (2cor. 13:14).

THE WORK OF THE HOLY SPIRIT

In the Old Testament

- (a) Creation - He gave life and order to creation. Ps. 104:30; Job 33:4; Gen. 1:1-2. Quickened man in creation (Gen. 2:7).
- (b) He indwells and used men in the Old Testament. Gen. 41:38; Num. 27:18; Dan. 4:8; 5:11-14; 6:3. He came upon many. Judges 3:10; 11:29; 14:6; 1 Sam. 10:9-19; 6:13. He empowered men for service. Ex. 31:3; 35:31.
- (c) He led the children of Israel through the wilderness. Isaiah 63:10.

In the New Testament

- (a) In the life Jesus Christ: Luke 1:35; 4: 1-2, 18; John 1:33; 6:27; Act 10:38; Heb.9:14; Rom. 8:11
- (b) In salvation: He convicts John 16:8-11). He regenerates (Titus 3:5).
- (c) In the life of the Apostles: Act 8:5-8;; 4:13, 31; 15:28; 16:6-10.
- (d) He Inspired the New Testament. 2 peter 1:21; 2Tim. 3:16.
- (e) In the Believers' life: Acts 1:8; Rom 8:26, 14, 16, John 16:13, 14; 15:26; 1 Cor. 6:19; Eph.1:13; 4:30; Eph. 1:4; 1Cor. 1:20; Acts 2:4; 2 Cor. 1:21; 1 John 2;20,27

SYMBOLS (REPRESENTATION, EMBLEM) OF THE HOLY SPIRIT

1. Dove: Matt.2:16; Mark 1:10; Luke 3:22; John 1:32.
2. Fire: Acts 2:3; Matt. 3:11.
3. Oil: Luke 4:18; Acts 10:38; 1 Sam. 10:9-10; 16:13.
4. Water: John 4:14; 7:38-39.
5. Wind: John 3:8; Acts 2:1-2
6. Seal: 2 Cor. 1:22; Eph. 1:13; 4:30
7. Wine: Eph. 5:18 Acts 2:12, 13.

NAMES OF THE HOLY SPIRIT

- The Spirit of God. Eph. 4:30; 1Cor. 2:11
- The Spirit of Christ. Romans 8:9
- Parakletos. John 15:26



THE GIFT OF THE HOLY SPIRIT

1. Revelations gifts.
Word of Wisdom - 1 Kings 3:16-28; Matt. 22:15-22; John 8:7.
Word of Knowledge - 1 Sam. 9; 2 kings 6:8-12; Acts 5.
Discerning of Spirits - 1 kings 22; Matt 16; Acts 16.
2. Vocal gifts.
Gifts of Tongues - (a sign and a gift) - 1 Cor. 12; 14
Interpretation of Tongues - 1 Cor. 14:13.
Prophecy
3. Power gifts
Gift of faith.
Gift of Healing.
Working of Miracles.

THE FRUIT OF THE SPIRIT

Spiritual maturity is not determined by the spiritual gifts, but by the fruit of the Spirit. (Gal. 5:2-23).

Conclusion

We cannot finish learning about the Holy Spirit and His operations because He is Eternal. But we can grow in our relationship with Him. This will enhance our fruitfulness in life and ministry. Obedience and fellowship are two essential things in developing a close walk with the Holy Spirit.



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PRINCIPLE AND PRACTICE OF
Child Evangelism



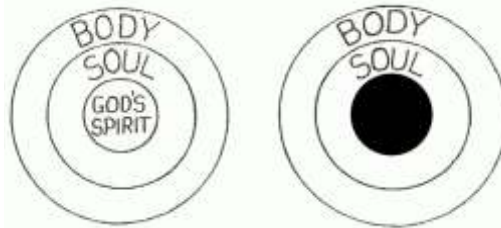
HELPING THE CHILD TO KNOW JESUS II

What is the Gospel?

In any gospel message three things must be explained clearly so that the children have the right understanding on which to base their response to God.

Presenting the Need

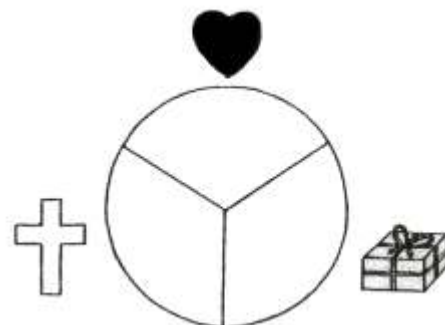
- (1) Before a child can understand their need for God they need to know what God is like. Use a message on "Heaven, God's Home" to do this. Children need Christ since they are spiritually dead because of sin. Tell what took place in the Garden of Eden so the children can understand where sin began. Explain to children what sin is by using examples.



- (2) Sometimes we can ask the children, "Is there anyone here who has never disobeyed their mother, never told a lie, never got into a bad temper, never taken anything that did not belong to them?" Then explain that God says ALL people have sinned and done wrong things.
- (3) Although we talk about these sins, we must pray that it is the Holy Spirit who challenges the hearts of the children, and shows them they are sinful. John 16:7b-8
- (4) Explain that God must punish sin. Because God is holy, He cannot allow sin into His presence. The punishment is to die and be separated from God forever. Romans 6:23a, Ezekiel 18:4
- (5) You do not need to talk about hell when speaking to children. Instead, talk about being separated from God forever. If we describe hell, it may frighten children.

Presenting the Way

- (1) Show that Jesus is the way back to God. Explain why Jesus died.
- (2) The heart of the gospel is the idea of substitution. We deserve to be punished for our sin, but Jesus chose to die to take our punishment for us. He let himself be killed in our place.
- (3) When possible, use a picture of the crucifixion when talking about Jesus dying.
- (4) Explain that Jesus did not stay dead, but came back to life by rising up from the grave. In this way He proved He really was God's Son.





Presenting the How

- (1) The 'way' explains **God's side** of salvation
- what **He** has already done for us.
The 'how' explains **man's side** of salvation
- what **we** must do to enter God's Kingdom.
- (2) It is wrong for children to be told about their sins if they are not told what to do about them. They may feel guilty and become fearful if they do not know what to do.
- (3) God offers the gift of salvation (sins forgiven; being part of God's family, everlasting life). How can children receive Jesus Christ if they cannot see, hear or touch Him? They must pray simply, asking Jesus to forgive their sins and to come into their life so he can start changing them.
- (4) We must not present a shallow gospel message. The children should not only receive God's gifts, but also be prepared to give their life back to God. Jesus must become our Lord, or master.
- (5) It is not a good idea to ask for an open decision by having children raise their hands, stand up or come to the front to receive Jesus into their lives. The children may just respond because they are following others, without meaning it in their hearts. They may respond just to please you. Or they may be afraid to respond because no one else is.
- (6) Instead, tell all the children to close their eyes. Then tell those who want Jesus to forgive them and come in to their life and change them, to pray silently in their minds and ask Him to do that. You can also challenge them to tell Jesus they will let Him be in charge of their life, as their new master.
- (7) Close the time of silent prayer by briefly praying out loud yourself.
- (8) Tell those who have just asked Jesus to forgive them and come in to their life, to remain behind after the meeting has finished. Tell them where to go. If you are meeting inside, a room just off the main meeting room is best. If you are meeting outside, ask them to come inside or else move up to the front as the others go.
- (9) Never tell the children you will give them something. If you do, children will come for that reason only. Just tell them you want to talk with them about some things that Jesus has done for them now that He is in their life.
- (10) Then dismiss all the children or move them away to another activity.
- (11) Counsel the children using the First Steps Counselling Kit.

USEFUL GOSPEL STORIES

Wordless Book

For children who have already had some exposure to Christian teaching, you can use the Wordless Book to present a gospel message and challenge to them to personally receive Christ. However, the wordless book is not very suitable to use with children who have not heard any Christian teaching.

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COUNSELLING



BIBLICAL COUNSELLING

INTRODUCTION

- Case Studies
- A young lady of 19 who fell in love with a young man in the same church.

Kemi: "He wants me to have sex with him, otherwise he will call off the relationship. I love him and I don't want to lose him".

A young lady of 18 who was asked to marry one of her father's business associates.

Ijeoma: "My father threatened to disown me and stop sponsoring my education if I refuse to marry the man he wants me to marry."

What the Bible says

- Proverbs 11:14
- Proverbs 20:5, 18
- Proverbs 15:22

What is Counselling?

- Counselling is centrally and critically a relationship between people who care. Larry Crabb
- Effective counselling requires both a caring relationship and an understanding of human functioning.

Characteristics of Biblical Counselling

- God is love (1 John 4:16) and God is truth (John 14:6).
"The major premise of Christian counselling, is that truth makes people free when they believe it and obey it (John 8:31-32)"
** The task in counselling is to replace misbelieve with truth.*
- "Because of the fall, all of these problems (depression, panic, guilt, addictions, etc) are related to the underdeveloped image of God within the soul" - Dr. Henry Cloud
** Emotional wholeness lies in the working out of the image of God within us.*
- "Relationship with Christ, provides resources that are utterly indispensable in substantially resolving every psychological (i.e. non-organically caused) problem" - Dr. Larry Crabb
** Wholeness cannot be achieved without Christ.*
- "Many of the crises faced by today's youth are inextricably related to relationships - with parents, siblings, and other relatives, with friends, mentors and even with God".
** Loneliness, low self-esteem, peer pressure, rebellion, homosexuality, underdevelopment, and other problems have their basis in unhealthy or broken relationships.*
- Healing of mind, emotions, and spirit is possible.
** It will require work on the part of the counsellor and counselee; also involves the work of God through the Holy Spirit.*



- It may take a considerable time.
- * *The Goal of Biblical counselling is not happiness but Christlikeness.*
- * *Healing and wholeness will not come without sound biblical teaching and obedience.*

Goal of Counselling

What is the counselee asking for? "I want to be happy". "I want to feel good."

And what are you trying to do? Not happiness but wholeness!

Christian counsellors must be sensitive to the depth of selfishness resident within human nature.

- **Spiritual Wholeness (Col. 1:28)**

Real, personal and thriving relationship with Christ.

Biblical counselling will adopt as its strategy the promotion of spiritual maturity.

- **Emotional Wholeness**

Lies in the working out of the image of God within us.

- **Relational Wholeness**

"A major goal of any adult who cares for young people is to achieve healing and restoration of that young person's relationship - first with God, then with parents, then with others."

The biblical reason for wanting to solve your personal problem should be that you want to enter into a deeper relationship with God; to more effectively please Him through worship and service.

The goal of true counselling is to free people to better worship and serve God by helping them become more like the Lord.

In a word, the goal is **Maturity**.

Maturity involves 2 elements:

- Immediate obedience in specific situations
- Long-range character growth.

Christian maturity is developed by:

- a. Dealing with any immediate problem circumstances in a manner consistent with scripture.
- b. Developing an inward character which conforms to the character (attitude, beliefs, purposes) of Christ.

How does problem develop?

- A. "Problem develop when the basic needs for significance and security are threatened." Dr. Larry Crabb.

We all need significance and security if we are to function effectively.

- Generational sins
- Strongholds
- Blind spots



**Motivation**

- Romans 7
- Examples of things / habits one cannot get rid of.
- We are motivated to meet our needs. Motivation depends on a need.
- Motivation refers to the energy or force which results in specific behaviour.
- Motivated behaviour is always directed towards a goal. Goal is something I believe will meet my needs.
- When the goal cannot be reached, anxiety / worry sets in.
- The need which is denied satisfaction becomes a source of negative emotions.

All behaviour is motivated.

Laziness, procrastination, withdrawal often are motivated by a desire to protect the self from increased feelings of worthlessness.

Development of Problem Model

- **Need**
 1. Primary Personal needs - Significance & Security
 2. Secondary (acquired) needs - those things in our lives which have been the means of meeting our primary needs.

Differentiate between needs and wants**Motivation:**

The needs are there and I am anxious to meet them, so I am motivated to do it.

Qualifications of a Counsellor

- What does it take to comfort and guide hurting children?
- What skills and characteristics should a counsellor develop or cultivate in order to more effectively help youth in crisis?

According to Dr. G. Keith Olson

- **Empathy -**
The counsellor's empathy has a healing impact on the counselee ... and reflects a deep understanding of the troubled world (that) engenders a sense that maybe someone really does understand. Maybe someone really does care
- **Genuineness -**
This means the counsellor is deeply himself - not thinking or feeling one thing and saying something different.
- **A Humble spirit -**
A humble spirit focuses the counselling around the thinking and feeling experience of the counselee. Little attention is centered on skill, expertise or wisdom of the counsellor.
- **Emotional stability -**
- **Relationship with Jesus -**
- **Reliance on the Holy Spirit -**



- **Knowledge of fundamental Biblical Teaching** - Being well-versed in biblical truth is the most basic requirement (for counselling).
- **Warmth** - Effective counsellor genuinely cares about the happiness and well-being of the counsellee. There is a sense of liking that begins to win the teenager's trust.

People trusted Jesus, turned to Him and confided in Him because of His warmth.

TECHNIQUES OF COUNSELLING

- **Attention:** undivided attention to counsellee - eye contact; posture; gestures
- **Listening:** effective listening is an active process
- **Responding:** Leading - a skill by which the counselor gently directs the conversation e.g. "Tell me what you mean by ..."
- **Reflecting:** a way of letting the counselees know we are "with them" and able to understand how they feel or think e.g. "You must feel ..."
- **Questioning:** "Open-ended" not "Closed-ended".
- **Confronting:** presenting some ideas to the counsellee that he or she might not see otherwise, e.g. confronting with sin, failures, etc. Do it lovingly, gently and non-judgmental manner.
- **Informing:** giving facts to people who need info. Not too much; relevant to their needs; be clear.
- **Supporting and encouraging:** guiding the counsellee to take stock of his or her spiritual and emotional resources
- **Teaching:** an educator, teaching by instructing, example and by guiding the counsellee
- **Filtering:** Counselees don't always tell the whole truth. But don't disbelieve everything they say.



HANDLING DIFFICULT CASES IN CHILDREN

Introduction

We (parents/guardians, children workers and Christians in general) have differently to children. Some of us have discerning spirit to detect difficult children while other doesn't. For long Satan has hidden under the innocent appearance of children and taken advantage over God's people, thereby causing untold miseries (i.e. pains, sorrows, even death, etc), both to parents and children.

Areas of difficulties

- The spiritual - the spirit
- The psychic - the mind
- Emotion - feelings
- Temperament - the will
- The Physical - body
- The mental - the intellect

**Signs which show a difficult child**

- Portrayals of ungodliness are clearly seen in the child: Stubbornness; Scornfulness; Stealing - mysterious disappearance of things; Wickedness; Dirty talk and conservation; unteachable attitude.
- Extra sensory perception - Mysterious knowledge: Spiritism; Sorcery - practice of magic with the help of evil spirit; Witchcraft; Soothsaying; Casting omen; Divination.

Biblical Example of difficult children

- Cain - Genesis 3
- Sons of Eli - I Samuel 2: 12, 17
- Epileptic child - Matthew 17: 14 - 23
- The Syrophenician's daughter - Mark 7: 24 - 30
- The girl with the spirit of divination - Acts 16:16 - 18

What brings about difficult cases

- Parental factors
- Environmental factor
- Social factors

How to deal with or handle difficult cases

- Prayer and fasting - Matthew 17:21; Mark 9:29
- Deliverance ministration - Luke 10:19; 9: 1; II Cor. 10: 4 - 6
- Showing love and understanding

Reasons for ministering deliverance

- Jesus ministry is characterised by teaching, healing and deliverance ministration. Luke 4:18 - 19; Mark 4:23; 8:14.
- Bible commands us to Mark 16: 15 - 20
- Children can have demons. Mark 9: 17 - 18; Matthew 15: 21- 22; Acts 16:16-18

How children get evil spirit

There are two major ways: Inheritance and Acquisition

- Inheritance: This is due to parental curses, ancestral sins and immorality. Deut. 5: 7- 9; I Kings 16:34; Genesis 49:3 -4
- Acquisition: This after the child is born. Contamination through the parent, play a major role, e.g. rejecting the child, direct initiation and incision; Giving of name; Consultation with idol etc. The child could also be initiated through gifts (food, clothing, toy); Playing with occultic materials.

Identifying a child who has evil spirit

The presence and nature of evil spirit can be known by two principal methods:

Discernment and Detection

Discernment: "Discernment of Spirit" is listed as one of the nine gifts of the Holy Spirit.

Detection: This is simply observing what the spirit is doing to a person. Matthew 15:22.

How to pray for deliverance

- Depend on the Holy Spirit
- Cover yourself with the blood of Jesus





- Lead the person in salvation prayer and renunciation
- Break curses, cut every link and destroy occultic items.

After deliverance

- Cover the child with the blood of Jesus
- Counselling with the parents on how to encourage the child and forget any past deeds
- Follow-up with the Word of God
- Avoid any form of contamination
- Let the child know the need for personal prayer and Bible reading.



CHILDREN IN TODAY'S WORLD

WHY THE TOPIC

Change is inevitable: things are always changing; they will never remain the same. 2 Tim. 3:1-5

We love /hate relationship with change. By choice or imposed. Size and direction.

"The only way to make sense out of change is to plunge into it, and join the dance". Alan Watts.

To know what to do. 1 Chro. 12:32. How you look at yourself determines how you look at the world. What you think of yourself determines what you will try and what you can do.

E.g. Robert Raikes, Sept. 14, 1735 - April 5, 1811. in 1780, founded the modern Sunday school in England.

The world? What does it mean? 1 John 2:15-17

As Universe

As people; the inhabitants of the earth

As the earth, as the abode of man

As Worldliness. The term world also denotes the condition of human affairs, with man alienated from and opposed to God.

Today's World?

Who is raising our Children for us?

The world is more than happy to raise our children for us.

Area of Concentration

Social: Job, Family, Lifestyle, Friends, finances; **Physical:** Health;

Spiritual: No standard value, **Mental/Psychological:** Ungodly philosophies and ideas.

These challenges differs from place to place. Different generation with different challenges.

Typical Problems Children face Today

Alcoholic parents, Shyness, Anger with related symptom of sadness , Grief, Pornographic and sexual pressures, Violent families, Peer pressure, Sexual abuse, Expectation of parents - fathers wanting their sons to be what they were not, Fears (different kind), Difficulty with siblings, Parent/Child relationships, Not doing well at school, academic pressure, Bullying; Lack of self esteem, Bad dreams, Fear of Nuclear war, Fear of second coming (Christian homes), fear of Satan



Fear of being murdered/attacked, Fear or hatred of God, Beliefs that is ugly. Naughty Problems at school and with teacher, Fear of death of parents.

Family & Home Relationship.

Families are changing: What does family means differs from one child to another
Divorce, separation. Abandonment, Abuse.

Family plays the most significant and powerful role in child's development for better or for worse. Values, attitudes and behaviors are shaped by childhood experiences and relationships in the home.

The changes:

Increase and acceptance of divorce: Single Parent (No father); Working Mothers:
Decreasing amount of time parent spend with children:

Family violence:

Increase and acceptance of divorce: 1950s - 60s = 1:100
Now = 2:100 with increase in cohabitating couples and out of wedlock births
1.2 Million divorces a year. So 1 Million children born through divorce, and separation.

1. Effect of divorce on Children.

It hurts them deeply and for a long time

50% of them enter adulthood - worried, angry, disapproving themselves.

60% feel rejected by one or both parents, 40% set no specific goals

Many carry load of guilt and anxiety that leads to multiple relationship.

Early marriage that lead to divorce.

Other Problems: Rebellion, depression, discipline problems, grief, guilt, fear, inability to concentrate, inability to trust.

2. Single Parent (No father)

60% of children in 90's live in fatherless home

Many don't know their father.

Millions live with father physically but spiritually and emotionally detached.

Result: Emotional and behavioral problems such as promiscuity, premarital sex, Teen pregnancy, substance abuse, depression, suicide, low academic performance, dropping out of school, intimacy dysfunction, divorce and poverty.

60% = rapists, 72% adolescent murderer. 70% = long-term prison-in-mates.

3. Working Mothers:

1960 = 39%; 1987 = 70%

4 Decreasing amount of time parent spend with children:

Many men and women work > 40hours a week and bring home work pressures and economic worries. Quality time versus Quantity time.

5. Family violence:

By age 16, 25% of girls, one out of 7 boys have been sexually abused by parents, sibling, closed relatives. Is your home a refuge or a battle zone.



**MEDIA.**

(T.V, Home video, video game, advertisements, radio, magazine, Cable network)

Rosalind silver says: "**Media no longer just influence our culture. They are our culture.**"

(Much time is spent on listening to music and watching TV.

What we see, hear and experience in and through media influences our values, attitudes and behaviors. Most of our cinema houses has now been sold to churches. This does not call for celebration for the movies are now in our bedroom, available to our children 24 hours a day and 7 days a week. Media is the source of information on everything - sexuality, politics, lifestyles, issues of right or wrong. Media are now parenting our children.

How can we protect the eyes and ears of our children.

How much of T.V do we watch?

91% of the populace watches television on any given day second to 95 % of brushing of teeth.

Average household have TV on 7 hours a day 58 hours a week.

2-5 years children watches for >27 hours/week i.e 6,000 hours before age of schooling.

In a study conducted in early 80's with 4-5 years old children, 1/3.

We learn from watching TV but the disadvantages are:

Violence: Both staged (through movies) or real. By primary 6 a child has watched 8,000 televised murder and violence. **This makes children to be:** immune to the horrors of violence; Accept violence to solve problem, make them aggressive; Imitate the character watched; children have an unrealistic world view.

Sex, nudity: 57% of the show promote sexual permissiveness - premarital Extramarital Homosexual, - through advertisement, and movies.

Materialism: "Good life" consists of buying an expensive possession. Happiness, satisfaction and sex appeal are available with what you buy. Materialism is a desirable lifestyle.

Music: The church invented the music and hand it over to the devil. Influence through lyrics, Performers lifestyle, visual images. What types of song do our children listen to?

Prominent themes in Music:

Sexual promiscuity/ perversion, violence and drug

Negative Effect of Media and music

Present false view of reality, Provide heroes and role model not worthy of emulation

Destroys our children's sense of who they are, Teach that life is boring without it. **Children have unique needs**

3.2 million children with HIV and AIDS. Number of AIDS orphans is growing rapidly.

> 10 million children in the sex industry. 200 to 300 million children involved in child labor.



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EDUCATIONAL TECHNOLOGY



VISUAL AIDS

What is Visual Aid?

A Visual aid is any teaching material that appeals to the eye.

Scriptural Basis

Deut. 6:6 - 8; Gen. 9:13; 15:5 Num. 21:8;
Isa. 53: 5; Jer. 18:1-6; Matt. 18:1 - 6

Types of Visual Aids

1. Pictures, Paintings or Drawings
2. Posters, Handbills, Newspaper or Magazine advert etc.
3. Boards: Notice board, Chalk board, Bulletin board, Bill board, Flannel board, Masonet board, Electric board, etc.
4. Chart, Maps, Graphs etc.



Why Visual Aids?

Visual Aids are important because they:-

1. Help children to remember. They are a great memory aid.
2. Give a clearer understanding of a Bible lesson
3. Create and retain interest.
4. Solve the age and grading problems.
5. Make learning more interesting, rapid and permanent.

Using Visual Aids effectively

1. Be very clear about your aim
2. Prayerfully prepare
3. Prepare the venue
4. Prepare the minds of the children.

Storage of Visual Aids

1. Cartons - can be used to store files of pictures, cut outs, flannel graph etc.
2. Ply wood - can be used to build a more permanent storage cabinet
3. Portable portfolio - This can be made from strawboards (hard paperboards)
4. Two-dimensional Visual aids can be laminated or covered with paper, to prevent exposure to moisture and dust.

Other Aids

1. Audio Aids - The use of the Tape recorder and cassette is versatile in children's ministry.
2. Public address system - Equipment such as microphones, megaphones, amplifiers, loud speakers etc. are effective in crowd control.
3. Musical Equipment - keyboards, guitars, etc. make for exciting worship among children.
4. Projected Aids-Motion pictures, filmstrips, etc. are useful evangelism tools
5. Filmstrips with pre-recorded scripts are helpful in classroom teaching, training sessions etc.
6. Slides - may be professional or 'home made'. They are excellent for teaching and training.



**WORKSHOP****1. CORELDRAW**

It is an application that is use for designing and making 2d design on computer. For the sake of this course we will experimenting the elementary stage of it which are:

- Font design
- Coloration
- Import and export

Procedure of CorelDraw Fonts

- Click on the CORELDRAW app on your computer (Make sure your system is installed with the app.)
- When it opens click on new page
- Click on the icon with A on the Toolbar (on the left hand side).
- Type in your font (letters)
- Click on FONTSTYLES (on top of the page) to choose your desired font.
- Highlight on the font and click on the color bar (on the right side of the page).

2. GOSPEL CRAFTS

Gospel crafts is the art or act of making design either in 2d or 3d for the purpose of sharing the gospel.

Gospel colors crafts: the art of using the six wordless book colors (Gold, Black, Red, White, Green and Blue) to make different designs such as Bags, shoe, badge, t-shirt, etc.

3. FLANNEL CRAFTS

It is the art of using veft fabric for making interactive gospel materials

- Flannel board
- Flannel charts

4. GOSPEL ADVERTS DESIGNS

It is the art of creating, designing publication that will minister the Gospel to the children.

5. GOSPEL CAPTIONS

It is design in 2d and 3d that are not writing word for words as in the Bible but have spiritual and scriptural meaning. E.g.

- No Cross No Crown
- No Jesus No Life
- Don't Miss Heaven.



BIBLE LEARNING ACTIVITIES AND GAMES

Introduction

- BIBLE + LEARNING + ACTIVITY
- WHAT DOES IT ENTAIL?
- An Act _____ Perform /Do/ work
- Active _____ Lively / energetic
- Activity _____ Exercise/ movement



BLA = Lively Exercise Activity) that is performed or designed to be done with the aim / view to learn the bible.

Important Notes

- Children learn better when they are happy and the learning process is interesting.
- BLA / Games are more than just fun!
- It is a learning tool, not just something to fill up time.
- They are keys to opening the room of children's world (they naturally love it (PLAY))
- They can teach a lot of positive values to children such as co-operation, patience, kindness, etc.

As a teaching tool, a Bible game must do one or more of the following:

- Teach Bible facts and truth
- Review Bible facts and truth
- Help you learn about your children through observation
- Develop skills in using the Bible and applying Bible truths to life.
- Aid in Bible memorization and understanding
- Introduce a new unit / teaching.
- Encourage friendly competition
- Teach patience and unity
- Bible games are excellent both for small groups and for entire class.
- Class discipline needs to be watched with care during game activity, because games are exciting, it is easy for children to become rowdy.

THINGS TO CONSIDER IN CHOOSING THE RIGHT GAME.

SAFETY:

- (a) make sure you have played it or watched others play it.
- (b) take extra precaution.
- (c) don't encourage players to play rough
- (d) check the location of your game for protruding objects, hard surface, obstacles, slippery floors or hazards that might endanger the players.
- (e) always have adequate 1st aid at hand.

Rules for BLA / GAMES

- Must not be too advanced or childish
- Must be aimed at teaching bible fact / truth
- Must keep the rules simple
- Must be interesting and not too long
- Must be away from distraction & dangers

To create an activity the teacher must:-

- Have Creative Ability-

"Every person has the capacity for creativity. It is not, as some may think, the private possession of just a few. When creativity is nurtured, it grows, when neglected it may disappear."

In the process of creation, the person uses his imagination to combine the old with the new in a way that is unique and different.

A creative Bible activity is one in which the child participates actively and is important to Bible learning because it requires the pupils to do something more than just sit and listen.

**How to produce a GAME / BLA**

- Why do you NEED an activity / game?
- Who (AGE) do I need the activity for?
- What KIND of activity will best suit the age and meet the need.
- What NATURE OF PROGRAM are we doing?
- From where do I SOURCE Material?

Original Method / New Inspiration

How do I best DESIGN / ORGANIZE the activity:-

Modify An Existing Method

Adopt An Existing Method

As you plan a learning activity, ask:

"What is my learning goal?"

"What do I want the child to know, feel, or do?"

"What is the Theme / Nature of the program?"

When you have answered the questions above, you are ready to consider which Bible Learning Activity will help you accomplish your goal.

Types of Games

- **Active**
These are indoor / outdoor games with a lot of energy and physical exercise spent on playing them E.g: Bouncing the Verse, Musical Hat, Potato race, swing recitation etc
- **Quite Games:**
These activities / games need brain storming and more organized thought.
E.g: Word Search, Puzzle, who wants to be a kingdom Heir?

Other Activity Games

- **Simple rules:**
- BLA should never be used just to entertain the child or to keep him busy.
- Each activity should have a definite purpose related to the lesson being studied
- **Remember:**
- BLA is an exciting way to teach the word of God.
- "A wise teacher makes learning a joy!" Proverbs 15:2 TLB
- Don't overuse your games by overplaying a few.

Look at this!

WORD SEARCH

ADAM AND THE ANIMALS

KEY WORDS: COW, WALRUS, SNAIL, LAMB, BAT, TIGER, RABBIT, TURTLE, EAGLE, LION, ADAM.

C	O	W	B	E	A	R	N	E	W	S	E	A	L
A	D	A	O	M	U	A	B	O	B	C	A	T	Y
T	O	L	X	E	R	B	S	W	A	G	L	X	N
I	G	R	U	S	O	I	T	L	E	F	E	E	L
G	N	U	X	N	S	S	R	Q	R	O	O	P	I
E	B	E	E	A	T	O	U	U	Z	X	S	O	O
R	A	T	V	I	R	I	T	A	O	A	T	N	N
Q	B	M	A	L	I	B	K	E	O	R	E	Y	O
B	A	O	X	L	A	B	A	W	H	A	L	E	S
E	T	I	G	E	R	Y	P	I	G	J	A	M	D
B	I	M	T	S	S	H	A	R	K	A	D	U	Y

**First Question**

- You are participating in a race. You overtake the second person, what position are you on?
- If you overtake the second person and you take his place, you are second.

Second Question

- If you overtake the last person, then you are ...
- How can you overtake the last person?

Third Question

- Tricky arithmetic, do not use pencil, paper or a calculator. Do it mentally
- Take 1000 and add 40. Now add another 1000, then 30. Add another 1000. Now add 20. Add another 1000, then 10. What is the total? 4100

Fourth Question

- Choose any number of your choice, double the number, multiply by two, divide by the first number you choose. What is your answer.
- Answer= 4 (Secret. It will always be twice the number you use to multiply, except your procedure is wrong)

Fifth Question

- Mary's father has five daughters:
1. Nana 2. Nene 3. Nini 4. Nono
- What is the name of the fifth daughter?
- Mary



STORY TELLING IN CHILDREN MINISTRY

Uncle, Auntie, please tell me a story", is a popular slang among all that work with children. Story telling help to build a bridge between the adult and the child. Every child likes stories therefore we make friend with them easily through story telling. In a story, a picture is presented to the mind's eye to stir the interest and feelings of the listener.

BENEFITS

1. Through story telling we influence values
2. Stories have power to touch hearts.
3. Help a child to unconsciously learn to evaluate and to establish life standards.
4. Stories help to reach the child through his feelings as it stirs up the child's inner feelings.
5. Bible stories make the truth of the Bible real to the child. He sees Christ as the one to follow. He is taught to value truth, humility and kindness, and helped to correct habit like selfishness and greed

AIM: Your story should aim at:

- a. Leading a child to a decision concerning salvation.
- b. Inspire to consecration and service.
- c. Provoke worship.



- d. Effect a desire to change.
- e. Correct wrong conduct and inspire Christian character.
- f. Create interest in people of other lands with the intent of leading to be concerned for their souls.

SELECTING A STORY

1. Your story should have a message that will communicate the truth of God's Word into the will of the child.
2. It should be at the level of the children, i.e. appropriate for their age.
3. Tell simple stories of familiar things.
4. Stories should be interesting and exciting. Have a central theme, a good plot and application.
5. Use Bible stories; True life stories

SOURCES

You can get your stories from people, Missionaries, Sermons, Bible, Magazines, other book, etc

THE STORY TELLER

To be a good storyteller you need to be:

1. Outgoing and demonstrative.
2. Happy, enthusiastic, friendly and exciting
3. A good communicator maintains eye contact and use simple language.
4. Willing to be foolish.
5. You do not necessarily need to be specially gifted.
6. Especially in Bible stories, you should believe what you tell and tell it with the belief i.e. Conviction.

WHAT THE STORY TELLER SHOULD DO

- a. Know your story well.
- b. Be descriptive
- c. Act out your story with gestures.
- d. Choose your narrative style.
- e. Be neat and smart, etc

THE PRESENTATION

It is necessary that the storyteller feels and enters into the story. Proper imagination of the event will help in description.

THE PLOT

The story line. Share the story from your heart, mind and soul. Give it action, don't just say the facts. Try and maintain the interest of your audience to the end.

- Organize the story in your mind
- Create suspense.
- Don't memorize the story, know it well
- Consider the age of the children.
- I've a little background information about your character.





CONCLUSION

Always conclude your story, reveal the secret, teach the lesson and dispose the character.

THE APPLICATION

Do not forget the life application. It is a proof of how well you told the story. Do not drag the conclusion.

NOTE

- Have a single aim in a story.
- Make the message clear and the application simple
- You can use visuals
- Stories of your experience are more real
- Your story must relate to scripture

Seek to use stories as our Lord did to present His message. Be prepared, pray and depend on the Holy Spirit.

Examples of Stories in the Bible

1. Matthew 21:28 - 32, 22:1 - 14.
2. Luke 16:19 - 31
3. Mark 13:34 - 37
4. Judges 9:7-15



OBJECT LESSON

PREAMBLE: The best way to capture your audience is through your introduction. How?

- It is enhanced by your visuals.
- It solidifies by your presentation.
- Stories, parables, visuals & objects do the same magic of attracting attention.

DEFINITION: Any concrete thing or article that can illustrate your message.

WHY THE USE OF OBJECTS

They are:

- a) Readily available
- b) Familiar to the children
- c) Help children to focus
- d) Jesus method of illustration and presentation.
- e) To get children involved and interested in the lesson.

PRACTICAL TIPS

- 1) Prepare your objects. On time and thoroughly.
- 2) Object should be relevant to the message.
- 3) Be excited in & enthusiastic at the result. Or expected result.
- 4) Maintain eye contact on your audience & the object.
- 5) Start by and from the object's everyday use of it.
- 6) Hold the object for all to see. (and observe, but not necessarily to touch)



- 7) Let the object be visible to all. or go round with it
- 8) Don't forget the spiritual message (especially on salvation and or being established in the Lord or growing in faith Lord).

THINGS TO CONSIDER

1. Fervent prayer is needed.
2. Focus on the lesson for using the object.
3. What method to employ (e.g. Demonstration, showing, comparison, Dramatization, Discussion etc)
4. Facial expression in presentation is needed.
5. Voice adjustment/ modulation should be employed.
6. Your position and posture matter a lot.
7. Exclamations where necessary.

SOME FEW TECHNIQUES:-

1. Holding of a single object at a time.
2. Combination of more objects (e.g. pencil & book).
3. Comparing objects e.g. a doll and a child.
4. Using the advantages of an object e.g. fruit object book.
5. Using or utilizing the advantages (only).
6. Live Demonstrations e.g. baking.
7. Using the limitation of an object.
8. Using an object to symbolize or represent a particular thing.
9. Adapting the usage of the object to teach.

MODALITIES IN DETERMINING THE OBJECT TO USE:-

1. The object mentioned in the Bible story or Bible Verse.
2. The key word in the M.E, the Aim or the Story. e.g. knocking (door), time (wristwatch/clock) clean (water, cloth, broom).

DON'T FORGET

- i. Don't let the object's introduction expose the climax.
- ii. Refer to the lesson (from the object) used in the introduction.
- iii. Do not let the gospel out of the whole exercise (Roman 1:16-17).
- iv. You can take any story and fix your object (at introduction and/or Body of the lesson).

RECALL B.C.T TEACHING

TOPIC	TEXT	CENTRAL TRUTH	OBJECT	M/V
Now is the time	2 Cor 6:2	Receive salvation now	Clock	2 Cor 6:2
No beginning, no end.	Ps 92:1-2	God is eternal	Wedding ring	Ps 102:27
Unity	Ps 33:1/133:1	Dwelling in unity	Broom (bunch & stick)	Eph 4:25
Keep yourself clean	2 Tim 2:19-26	Be a vessel unto honor.	2 Cups: 1 Clean, 1 Dirty	Rm 12:1
Shine for Jesus	Matt 5:14-16	Let your light shine	Lantern, Kerosene	Matt 5:16

LAST LINE:

- Teaching with Object Can Teach Continuous and Eternal Lesson.
- It Creates Fun.
- It can produce better Teachers among the Children.



INTRODUCTION TO PUPPETRY

1 Con. 1:24 -28; Exo.31:1-6; Deut. 6:4 -9

Using puppets can effectively reach an audience and involve children and youth in ministry. It is one among many other methods that is effective in gaining and holding the attention of children audience. It is very effective in Gospel communication and at the same time very entertaining.

Puppets as Fiends and Teachers

When proper techniques are employed, a puppet may actually be better received in a classroom and may accomplish more than the real teacher. It also creates the ground work for greater teaching opportunities. It means more to the children who view them. By constant viewing they may develop friendliness with the puppets.

Brief History of How Puppets Originated

Puppets were used as entertainers several years before Jesus was born. By about 300 BC the Greeks had stated the use of puppets. In about 100 AD it extended to Italy. In America, the America Indians were the first to use puppets before the whites adopted it

By 18th century, the use of puppetry had spread across the whole Europe but actually came to England in 1660 after Italy has known about it and had taken it to France in 1640s. Later it spread to Spain and Germany.

Americans developed puppetry and brought the theatre to many people who could not afford to travel far to watch puppets. Puppetry was used for entertainment in fairs, carnival, town halls and schoolhouses. Television broadcasting promoted puppetry to a greater height of popularity. Interestingly the church was not left out in the use of puppets.

Christian Educators, church workers, missionaries in America began to adopt the use of puppets in the children ministry. In Nigeria, no research has officially been made about puppets. Culturally there are various degrees of puppetry in various local government areas in Nigeria. Modern puppetry was projected in Nigeria over the years through Television broadcasting. The adaptation of puppets is still very low in Nigeria. Gill Gordon in his book "Puppets for better health" described how puppets could be used to reach rural communities on public health education. "Puppets can go anywhere and say anything" well. People discovered that the information is useful without feeling criticised.

Different Types of Puppets.

Puppets are imitation of life. Some are:

- Doll- like figures moved by fingers
- Moved with cords, wires, strings etc.
- Some have wide mouth and some don't
-

The strings controlled puppets are called marionettes. A ventriloquist dummy is more sophisticated in the sense that it could turn its head left and right, blink and also gesticulate when properly manipulated. Paper and glove puppets are easy to make by an amateur.



Different Ways We can Use Puppets

- Greet children as they arrive
- Greet the entire group
- Help with audience
- Assist in birthday celebration
- Assist with offering collection
- Make announcements
- Give instruction
- Teach or review the memory verse
- Tell or act out a story or a joke
- Introduce or review rules
- Share special problems
- Sing or play a special musical number
- Teach a new song
- Clarify the meaning of a word or idea
- Introduce the lesson
- Dramatise a life story

How To Start Your Puppet Ministry

1. You must have a will
2. You need a director - that could be you
3. You need a puppet or puppets as the case may be. Start with whatever type available, either purchased or made by you.
4. You need puppeteers - Young people you could call puppet club members trained by you. Have time of rehearsals or practice regularly every week before your presentation.

The Puppet Stage

When starting newly you don't need sophisticated stage. Begin with what you find available, such as tables, curbs doorways, fridge cartons etc. You could build a mobile stage. (See picture)

When building your stage, be sure it is the proper height. Work your puppets from your knees or standing position depending on the stage available. If you are using adult or children puppeteers you have to build your stage to suit them.

Putting on Your Puppets

It is very important that the puppet be placed in your hand properly. The mouth should be between your fingers and thumbs. The four fingers should be in the upper jaw. Any foam or stuffing should be on top of your fingers.

Lip Synchronisation

This is the act of making the mouth of your puppet open to correspond with each syllable. Be careful that your puppet does not begin to appear as if the mouth is just flapping. An excellent way to practice is watch your puppet in a mirror. Each time your mouth opens the mouth of the puppet should open as well.

Whispering

The mouth should open slightly when whispering and wider when hollering. To make your puppet realistic as much as possible drop the thumb or lower jaw and hold the fingers and upper jaw stationary. This requires practice to develop the habit of holding the fingers





stationary. A slight forward motion of the fingers will help to control the urge to flop the upper jaw.

Eye Contact

The puppet should appear interested in his audience by looking at them in the eye. The puppet should not stare at the ceiling or the floor. It should be your objective to make the puppet come alive, taking on the characteristics of a person.

Entrance and Exit

Your puppet must enter the stage from a set of imaginary stairs. He should bounce up the stairs with both a width and depth perspective. This can be accomplished by starting to the side and behind your body and walking the puppet up in front of you.

The exits should not appear as if the puppet fell into a hole. He should turn towards your chest, and then walk back and down the imaginary stairs. Remember to bounce him down the stairs achieving both depth and height.

Arm Movement

Arm movements are also a very important key to achieving a realistic character. The puppet can achieve many believable gestures, simply by moving one arm at a time. He can say hello by waving one hand. He can express fear by shaking the head and covering his eyes. He can raise his hands to praise the Lord by wiping his forehead. He might scratch his ear or blow a kiss. His actions are only limited by your imagination and willingness to try new things.

Human Hand

A human hand puppet can be made by any puppeteer by simply adding a glove. Once puppeteer can operate that human hand puppet by putting one hand into the head and the other hand through the sleeve of the puppet to become the puppet's hand. The human hand puppet is extremely realistic and can manoeuvre objects and props very well. You have much more flexibility with human hand puppet, although a variety is better.

Posture

Always keep your arm straight and allow your elbow "locked" over your shoulder. It will eliminate many of the common posture problems. The puppet should not lean like the tower of Pisa nor should it slump like an unmade bed.

Performance

Watch your puppet to be sure it is not sinking as the performance continues. The puppet's mouth should be kept shut unless it is talking. When a puppet is motionless it gives the appearance of being dead, and that is the last thing performance needs - a dead actor.

Puppet Team

Use the older children and youth of your club or church for the puppet team. Puppet is a wonderful opportunity to involve them in ministering to others. Train them properly and encouraged them to do their best. Be organized. Schedule regular practices and encourage them to attend. Use variety in your presentations. Allow them to share their ideas and contribute in planning the presentation.



**Philosophy**

Colossians 3:23 & 24. And whatsoever ye do, do it heartily as to the Lord and not unto men; knowing that of the Lord ye shall receive the reward of the inheritance; for ye serve the Lord Christ.

Responsibilities

1. Maintain a daily time of prayer and Bible study.
2. See that your puppet is dressed and well groomed before performance.
3. For you to be realistic, maintain a puppet character constantly.
4. Watch other puppet programmes such as Muppet show, Sesame Street, cartoons etc. They will help to sharpen your voice and ideas.

Puppet Script

For a successful puppet ministry in your church, you will need to develop your own scripts. It is not hard as some thinks. The advantage is that you will meet the needs of your audience. Scripts are based on Bible stories and with some touch of humour.

Note

You will never become a good puppeteer if you do not practice. First, you should practice and become proficient at puppetry, then begin to minister with puppets. The key to proper technique is Practice! Practice!! Practice!!!



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LEADERSHIP, & MANAGEMENT





CHRISTIAN LEADERSHIP

Goal

That all participants will become more effective in managing the resources; both human and materials that God has placed in our hands

Objectives of the Course

Reflect on the topic

Appreciate the place of Leaders and Managers in any organization

Appreciate the role of each one

Properly place every one in their right places

Christian Leadership

"An interactive process and interpersonal influence; modeled on Christ-centered servant-hood and Biblical principles of directing and influencing the plans and activities of others. In efforts towards the accomplishment of specific goals, through the God-given capacity and responsibility".

Wong Kim Kong

- The process of inspiring individuals to give their best to achieve a desired result. Leadership is influence. (Oswald J Sanders in his book-Spiritual Leadership).

LEADERSHIP: THE GREATEST NEED OF TODAY'S CHURCH

- Leadership vacuum: The most critical problem facing the church today.
- People are willing to follow God's vision but have no exposure to either vision or true leadership.
- Christ left His church on earth to do this work that has eternal value. If the local church is not well led, the bride of Christ suffers, thus being not able to fulfill her mission for this generation.

GOD: THE ULTIMATE LEADER

- Have you ever considered GOD as the Ultimate Leader?
- He only did not create the universe, redeem mankind, innovate with entrepreneurial energy, and act as a maverick-He also leads.
- God always brings others with Him-He chose to use mere mortals in His plan for the redemption of mankind oGen1: 1-2; Gen 2: 1-25; All through redemption plan after the fall of man.

JESUS: A PERFECT LEADER

- HE had a great IDEA to equip others using the Law of Reproduction.
- He prepared them to do greater works than He did, by sending the Holy Ghost to live in each of them, giving them much of Himself to equip them, prepared them to reproduce their leadership in others. John 14

YOU ARE BORN TO LEAD

- You & I were born to lead. Gen. 1:26-31 suggests that we have our God-given potential:



- Being made in God's image means we were created to lead- vs. 26. One way we reflect God's image is by leading.
- Both male & female were commanded to have dominion- vs. 27. Leadership is not gender specific. ?We are to rule the earth & not over each other- vs. 28.
- We are to serve one another in the areas of our gifting & purpose. Vs. 29-30. Our general purpose of creation is to lead, but each of us should ask God for our specific purposes.
- Each person's leadership is best exercised in his or her area of giftedness. Vs. 31.

Discover your gift and be most productive, intuitive, comfortable, influential, and satisfied in leading in those areas.

Purpose of Leadership

- Titus 1:5 - 11
- Oversight
- Correction
- Direction

Characteritics of Christian Leadership

- Christ Centered
- Real servant hood
- Influencing and Directing
- Endowed with God's gift, capability and responsibility

Qualification for Leadership

- Competency
- Concern
- Character
- 1Tim 3:1-13; carefully consider the family
- Family life
- Financial life
- Social Life
- Academic life
- Spiritual life
-

Job of a Leader

1. Inspire the Vision
2. Get others involved
3. Enable others
 - Involve others
 - Equip them
4. Model the Way
5. Set the Example
6. Lay the procedure
7. Give encouragement
8. Appreciate and recognize their contribution
9. Celebrate their achievement
10. Further More





SERVANT LEADERSHIP

What is Servant Leadership?

- "The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions...The leader first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature." "The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is:
- Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?"
- Servant leadership is an approach to leadership development, coined and defined by Robert Greenleaf and advanced by several authors such as Stephen Covey, Peter Block, Peter Senge, Max Du Pree, Margaret Wheatley, Ken Blanchard, and others.
- Servant-leadership emphasizes the leader's role as steward of the resources (human, financial and otherwise) provided by the organization.
- It encourages leaders to serve others while staying focused on achieving results in line with the organization's values and integrity.
- The modern concept of Servant Leadership started with Robert Greenleaf, who published his essay, "The Servant as Leader" in 1970
- However, the concept is thousands of years older than this. Chanakya or Kautilya, the famous strategic thinker from ancient India, wrote about servant leadership in his 4th century B.C. book Arthashastra:
- "the king [leader] shall consider as good, not what pleases himself but what pleases his subjects [followers]"
- "the king [leader] is a paid servant and enjoys the resources of the state together with the people". o In approximately 600 B.C., the Chinese sage Lao Tzu wrote The Tao Te Ching, a strategic treatise on servant leadership:
- FORTY-NINE
- The greatest leader forgets himself, and attends to the development of others. Good leaders support excellent workers. o Great leaders support the bottom ten percent.
- Great leaders know that the diamond in the rough is always found "in the rough."
- (Quote from The Way of Leading People: Unlocking Your Integral Leadership with the Tao Te Ching.)
- The concept of servant leadership in the west can be traced back to Jesus, who taught his disciples that
- "You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all.
- For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." (Mark 10:42-45)
- Many institutions and individuals have adapted the Servant Leadership approach to Christian spirituality. Most notably, Timothy H. Warnaka has applied the Servant Leadership perspective to the Roman Catholic tradition in his book,





CHARACTERISTICS OF SERVANT LEADER

- Larry Spears, the director of the Robert K. Greenleaf Centre for Servant Leadership, identified ten characteristics, which describe the essence of a servant leader.
- The characteristics are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community.
- Unlike leadership approaches with a top-down hierarchical style, Servant Leadership instead emphasizes collaboration, trust, empathy, and the ethical use of power. At heart, the individual is a servant first, making the conscious decision to lead in order to better serve others, not to increase their own power.
- The objective is to enhance the growth of individuals in the organization and increase teamwork and personal involvement.

Ann McGee-Cooper and Duane Trammell

- 1."Servant Leadership is not about a personal quest for power, prestige, or material rewards. Instead, from this perspective, leadership begins with a true motivation to serve others. Rather than controlling or wielding power, the servant-leader works to build a solid foundation or shared goals by (1) listening deeply to understand the needs and concerns of others;
- Leadership is on sharing information, building a common vision, self-management, high levels of interdependence, learning from mistakes, encouraging creative input from every team member, and questioning present assumptions and mental models."
- "Leaders are learning that this kind of empowerment, which is what Servant Leadership represents, is one of the key principles that, based on practice, not talk, will be the deciding point between an organization's enduring success or its eventual extinction."

"SERVANT LEADERSHIP: THE SPIRIT, THE SOUL & THE BODY OF MODERN LEADERSHIP"



MANAGEMENT

INTRODUCTION

Management has become the most crucial thing in the world today. It is the distinguishing factor between rich and poor individuals, organizations and even nations.

Management is the art and science of achieving planned objectives through the active support of the other people.

It's working with people to achieve planned objectives or goals. The art of achieving desire goal using human and material resources.

While natural endowments help, there not the most important question, but management in spite of the abundant natural resources and rich environment, if the performance of the economy continuous to be poor, It will lead to failure of all enterprises.

If government fails, the Church cannot afford to fail. The Church must provide a dynamic and purposeful leadership for the world to emulate. This gives credence to the importance



Purpose of Management

- To achieve results that satisfies needs
- To help decide methods of action that will best accomplish those results in the context or projected conditions and available resources

God and Management

- Management stems from the nature of God (1 cor 14:26-40; Rom 13: 1- 7)
- Management is a gift from God (Rom 12: 8; 1 cor 12: 28)
- Management is taught in Scriptures (Ex 18: 13-27)
- Management can yield greater results (Gen 41: 31- 57)

Jesus and Management

(John 6:12). No wastage

Management is getting things done through people. The other resources are money and materials.

The latter two are inanimate; it is the human resources that breathe life into them.

The failure or success of the society could be attributed to the failure or success of its administrative system. (Study the structure of your ministry)

Good Management

Good management involves certain principles, the ability to use these principles: delegating priorities most efficiently, economically and diplomatically is a key to effective management.

To be a good manager one must need to learn how to use them.

You learn by experience how to be diplomatic, economical and efficient. Not necessary by reading in a book.

Management touches on our ability to handle (manage):

- People (Personnel Management)
- Money (Financial management)
- Materials (Assets Management)
- Time (Time Management)
- Work place (Office/Class room Management)
- etc



CHURCH ADMINISTRATION

Definition

The word Administration derives from the Latin word "administrare" which literally means "to serve".

Since this must be directed to some end, to serve who or what becomes the necessary natural question that follows.

- This makes administrations not to just be activity, but purposeful activity.
- An administrator is thus one who is vitally concerned with the achievement of a purpose.
- An administrator's sole criterion for determining whether a project is a legitimate administrative activity is if it will further the desired purpose.



- Administration is the task of discovering and clarifying the goals and purpose of the field it serves, and of moving in coherent, comprehensive manner toward their realization.

Implications of the definition

1. It spells the qualification of the Administrator:
 - i. He must share with his group a common understanding of its purpose.
 - ii. He must have a comprehensive understanding of his field to determine the means of operation
 - iii. Needs to be able to work with other persons whose contributions are as essential to his own
 2. Each field of administration is unique and
 3. Administrative method will vary in different situation within any one field.
- The basic foundation on which all church administration rests is a clear understanding of the Christian faith and of the mission of the church.
- The sole objective of Church administration is to realize Church's purpose. This necessitates a theological dimension to Church administration.

What is Church Administration?

- Effective church administration is the task of thoroughly understanding the mission of the church and then helping God's people to achieve it.
 - Church Administration involve many interrelated tasks including discovering, communicating, clarifying and implementing the mission of Christ and His church in the world.
 - Church Administration at its best, is the lofty work of managing the mission of Christ in the world through His church.
- Administrative endeavours are now calling for more and more of every Pastor's time: up to 40%.*

Why is Administration Needed?

Administration is needed to bring efficiency, order, and organization to the work of the church, so all resources - including human resources are used effectively for significant kingdom achievements.

The Administrative Process is Continual

- Administration stimulates activities, allocates resources, recruits personnel, and accomplishes mission; it is the way a congregation fulfils its reason for existence.
- Administration is the continual process of connecting the gifts of individual believers to help them develop into a spiritually healthy church that effectively wins people to Christ and disciples the people of God.

Myths Concerning Administration

- Activity is achievement.
- God requires faithfulness but not effectiveness.
- Institutions are more important than people.
- Numbers are not important.
- Administration is not Biblical.
- Administration can be ignored because one would rather preach or contact people.
- Administrative order is automatic if other phases of ministry are doing well.



- Students cannot learn administration until they start serving a church.
- Administration is something new that came into church life in the last 100 years.
- The cynicism caused by corporate dishonesty, government waste, and misused authority on many levels of society does not carry over into the church.

There are two basic approaches to Church Administration today.

1. Develop a complete programme for every area of the life of the church
2. Be aware of a set of administrative principles that can be adapted and applied to every kind of situation and problem.

The following are the advantages and disadvantages to the first method:

Advantages

1. It is born out of experience and tested to an extent
2. Resource materials are available. This is very desirable to Pastors or local committee with little or no experience.
3. Assurance is given on the anticipated result. This provides real motivation for action.
4. Such plans always provide much activity and sometimes proper results. In the case of failure, it can be placed outside the local committee.

The Drawbacks

1. It does not take into account the considerable differences among local situations and personnel. No two churches ever come to any project from exactly the same starting point.
2. It cannot take into account what happens to persons as they participate in the project.
3. Fixed programmes rob the local committee of initiative both in diagnosing its ills and evolving a prescription for the cure.
4. It will not be absolutely correct to assume that there is one answer for the problems of every church.

Church administration must be person oriented and not programme or project oriented. The person of the administrator is also important.

Purposeful Church Administration cannot be programme centered. Programme must be seen as means to certain ends. Programmes exist for persons not persons for programmes.

Areas (Spheres/Coverage) of Administration

1. Men - Members, Leaders, Workers
2. Meetings: - Worship and Business
3. Materials: - Structures, Vehicle, machines and equipment
4. Money - Receipts & Payments

Administration is the continual process of connecting the gifts of individual believers to help them develop into a spiritually healthy church that effectively wins people to Christ and disciples the people of God.

**BIBLICAL BASIS AND CASES AND PRINCIPLES OF CHURCH ADMINISTRATION**

1Corinthians 12:28; Romans 12:6-8

From the scriptures above, administration is found to be an endowment by the Holy Spirit. It is not just natural and physical, especially when it relates to church.

Church Administrator is one who organizes and projects plans and spiritual programmes in the church.

The fountain of Administration can be traced back to God from the prime recorded revelation of Him; it is found henceforth in all of creation.

At creation

- Genesis 1:1-2, the earth was without form: chaotic, unorganized, not administered.
- Gen. 1:3-26, God began to put order to the earth.

God delegated Man: Genesis 1:26.

- It looks like it was man's administrative failure that brought about the fall (Genesis 3).
- Perverted administration could exist (Genesis 11).

Principles of Church Administration

Distinct from Administration in the world, Administration in the Church are guided by the following principles:

1. The Source of Inspiration is God.
It is crucial to lean on God's leading cf. Proverbs 3:5-7
Example. Moses: At several points in leading the children of Israel administered by leaning on God's leading. Cf. crossing the red sea.
However, on other instances, he leaned on some other sources than God cf. Numbers 20; Deuteronomy 1:22-23.
However, God can still use counsel from others in one's Administration (Exodus 18:13ff.).
2. Shared Responsibility not Sole Responsibility
Administration is spreading and sharing the works to be done among the people God has prepared and provided (Exodus 18:24ff; Luke 9:1-6, 10-17; Acts 6:1-7).
3. Servant Spirit
Administration should be done in humility (John 13:12-17; Luke. 22:24-30).
4. Not 'lording' it over the people (Matthew 26:47-50; 1Peter 5:1-4).
5. No sense of infallibility (Acts 11:1-18; Galatians 2:11-14).



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CHILD PSYCHOLOGY



THE RIGHTS OF THE CHILD

God recognises the rights of every man, even a child. He disapproves of any attempt to deprive a person of his rights. Lam 3:35. He knows when we are denied the right He gave us. Ps. 140:12. "Lord I know that you defend the cause of the poor and the rights of the needs" (GN)

Every act of injustice is a violation of a man's right, hence God frowns at injustice. Prov. 17:15; Lam 3:34 - 35 (LB). See the example of the Gibeonites, Joshua 9:3-21; II Sam 21 (Covenant right). The UN Convention on the Rights of the Child provides the following guarantee for children in:

Article 19: Protection from abuse and Neglect.

The state shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for prevention of abuse and the treatment of victims.

Article 32: Child Labour

The child has the right to be protected from work that threatens his or her health, education or development; the state shall set minimum ages for employment and regulate working conditions.

Apart from the Convention on the rights of the child, other documents such as the World conference on education for all and the World summit for the children also addressed the issue of the rights of the child. And many countries of the World signed these documents.

These documents all agreed concerning the children's rights that:

1. All children have the right to a name, enough to eat and a decent place to live
2. All children should be looked after when they are sick, and have a right to grow up with love, affection and security.
3. Handicapped children have a right to special treatment and education.
4. All children have a right to free education and should be protected from neglect, cruelty and exploitation.
5. All children should not be made to work before certain age and should be protected from discriminations.
6. All children should never have to fear arrest and detention, and should be brought up to understand that their energy and talents should be devoted to the service of their brother and sisters.

We could categorise these rights into three, viz:

- (a) Birthrights- These are rights enjoyed by a child by reason of his birth. A child's family of orientation and position in a family determined the exercise of the right. Examples of the right of the first born and the kingship right (Deut 21: 15 - 17; Gen 25:29 - 34). Another example is the Levities in the Bible.
- (b) Legal rights - Are rights enjoyed by a child for belonging to a particular country. Such rights are legitimate, and redress could be sought in a court of law when violated.
- (c) God - given rights - These are rights given to us by God by virtue of our relationship with



Him (John 1:12). This also includes such rights nature bestows. God always considers violation of these rights as wickedness. Lam. 3:35-37

Looking at the rights of the child from Biblical perspective:

1. **Right to life** - This negates the teaching and practice of abortions.
2. **Right of Identification** - John 1:12: The child should not be abandoned or alienated (separated) from the family through which he came into the world.
3. **Protection Right** - Children need security against all forms of attacks spiritual, physical and social.
4. **Right to be fed and to be taken care of** - Children should be fed both physically and spiritually. Lam 4:3-4. To starve a child is to deny him the right to existence. The child also has the right to be sheltered and clothed. I Tim. 5:8.
5. **Right to be trained and to follow/pursue a vocation/profession of his choice:** Ephesians 6:4; Proverbs 22:6. The training a child receives will determine his usefulness to the society.
6. **The child's personality should be respected:** He should not be looked down upon, molested, maltreated or taken advantage of. Matthew 18:6, 10; Mk 10:13 - 14; Deut. 31:11-13
7. **Right to medical facilities and treatment:** Luke 7:1-3; 8:41-41; 10:34
8. **Right of Association:** I Cor 15:33; Prov. 12:26; Judges 2:1-2
9. **Religious Right:**
10. **Freedom of expression:** Acts 12; Luke 2:46 - 47
11. **The Lost child should be shown the way:** Mk. 10:13-16; Luke 19:10; Matt. 18:11-14.



CHILD ABUSE

Prologue

"But if anyone cause 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." (Matt 18:6)

The subject of child abuse should be of great concern to those who work with children.

Children workers will need to be aware of:

- The large number of children now known to have been sexually, physically and emotionally abused.
- Child abusers deliberately attach themselves to churches to gain respectability and access to children.
- Any organization running programmes for children must have a proper screening process and have procedures to eliminate any likelihood of abuse occurring while children are in their care.
- Counseling children who have been abused is a very specialized skill and should be handled only by those experienced in this field.

**WHAT IS CHILD ABUSE?**

- Physical and sexual abuse; the failure of parents or other caregivers to provide a child with needed food, clothing and care
- Children can also be emotionally abused when they are rejected, berated or continuously isolated.
- The physical, verbal emotional or sexual abuse or neglect of children.
- Most child abuse happens in the child's home.
- Large numbers of cases of child abuse have been identified within some organizations involving children such as: Churches; Schools; child care businesses and residential schools.
- It can also occur almost anywhere.

CAUSES OF CHILD ABUSE

- Many child abusers were also victims of abuse.
- Mental illness.
- Parental choices and other unforeseen circumstances that place families under extraordinary stress. E.g. poverty, Divorce, Sickness, Disability, lack of parental skills and drugs.

SIGNS OF CHILD ABUSE

- Unexplained injuries; fear of a certain adult, difficulty trusting others or making friends, sudden changes in eating or sleeping patterns, inappropriate sexual behavior, poor hygiene, secrecy and hostility

EFFECTS OF CHILD ABUSE

Child abuse has numerous effects and consequences, during both childhood and adulthood. The effects vary according to the severity of the abuse and the surrounding environment of the child.

Children with histories of maltreatment, such as physical and psychological neglect and physical abuse are at risk of developing psychiatric problems.

CONSEQUENCES OF CHILD ABUSE**Emotional effects:**

- Low self-esteem, depression and anxiety, eating disorders, relationship difficulties, alienation and withdrawal, personality disorders

Physical effects:

- Injury, death, lifelong health problems, cognitive difficulties and physical disabilities.

Behavioral effects:

- Problems in school and work, delinquency, teen pregnancy, suicide attempts, criminal or antisocial behavior, substance abuse, aggressive behavior, spousal and child abuse and anger

PREVENTION AND TREATMENT

There are three levels of prevention services;

Primary prevention - Community level prior to any occurrence

Secondary prevention - For at risk families

Tertiary prevention - Intervention





Primary prevention

Consists of activities that are targeted at the community level. Meant to impact families prior to any allegations of abuse and neglect. Which include Public education activities, Parent education classes that are open to anyone in the community for parents or abusers to interact with the child, Family support programs, Pre-marital counseling,

Secondary prevention

Activities that are targeted to families that have one or more risk factors including families with: Substance abuse, Teen parents, Parents of special need children, Single parents, Low income families.

Tertiary prevention

Often considered a treatment

These are activities that are targeted to families that have already demonstrated the need for intervention. Examples - Extended family intervention, Church intervention, Court supervision.

What You Can Do To Prevent Child abuse

- **Volunteer your time.** Get involved with other parents in your community.
- **Discipline your children thoughtfully.** Never discipline your child when you are upset. Remember that discipline is a way to teach your child. Encourage good behavior and timeouts to help your child regain control.
- **Examine your behavior.** Abuse is not just physical. Both words and actions can inflict deep, lasting wounds.
- **Be a Nurturing parent.** Use your actions to show children and other adults that conflict can be settled without hitting or yelling.
- **Educate yourself and others.** Simple support for children and parents can be the best way to prevent child abuse.
- After school activities, parent education classes, mentoring programs and respite care
- **Teach children their rights:** when children are taught they are special and have the right to be safe, they are less likely to think abuse is their fault and more likely to report an offender.
- **Support prevention programs:** too often, intervention occurs only after abuse is reported.
- **Invest in kids.** Encourage leaders in the community to be supportive of children and families.
Ask employers to provide family- friendly work environments.
Ask your local and national lawmakers to support legislation to better protect our children and to improve their lives.

DISCIPLINE WITHOUT ABUSE.

- Use firm communication. Say what you mean and mean what you say.
- Model the behavior that you desire in them. Children learn from what they see and hear.
- Encourage your children often and recognize each one's personal best.
- Remember, discipline is a verb meaning "to teach".
- Take care of yourself. This will help you be more patient and loving when dealing with discipline
- Give clear, consistent expectations and consequences. Set clear, fair guidelines. Tell them the consequences and enforce them.
- Understand the way children are supposed to act for their age.



- Save yourself unnecessary grief. E.g.
- Childproof your home!
- Talk to your teen about drugs and sex in a non-lecturing way
- Encourage during the good times. Praise your child when he or she is doing what is right.
- Don't assume or use assuming phrases.
- Discuss the behavior, not the person. It breaks anyone's spirit to think they are inherently bad.
- Help your kids stay safe while surfing on-line.
- Children should never give out their full information to anyone they do not know without a parent's permission.
- Offer to be with your child when he or she is on-line
- Investigate software tools that
- Restrict sensitive information from being transmitted online
- Tools that screen out materials you don't want your children to see.

Words of caution

"see that you do not look down on one of these little ones. For I tell you that their angels in heaven always see the face of my father in heaven. (Matt 18:10)

And why one? Because he was seeking godly offspring." (Malachi 2: 15)



BUILDING SELF WORTH IN CHILDREN

Psalm 139:13-18

Building self worth in children means building self-esteem, or self-acceptance in children. It is getting the children to have a high value opinion of themselves, or getting the child to have a positive image or feeling about himself or

herself. Psalm 139 vs. 13 *"For thou has possessed my reins: thou has covered me in my mother's womb."*

Low self-esteem makes a child to succumb to peer pressure. We need to start early to build self-esteem in our children. This confidence will keep them from succumbing to peer pressure. Each child has been born for God's purpose and should be made to realize it.

PARENT'S VITAL ROLE

A child's feeling about himself and the world around him is first learned from the world he meets the moment he draws his first breath.

1. **Love and Affection:** Children workers should present a gospel that finds origin in God's love, encouraging the children to enjoy that love of God. Parents and children workers can be an expression of that love.
2. **Enjoyment of life:** Young children should be taught reverence for life a love for life and a determination to explore it too. Sport, adventure and competition play a part in this.
3. **Worship:** It is in worship as in prayer in all its forms that we receive God/s creative gift of himself. It is never too early to train children to sincerely worship God in prayer.
4. **Worldly Wisdom.**
 - (i) **Courage:** Teach them to be adventurous but not foolhardy, to stand up for themselves and not be afraid of criticism.



- (ii) **Temperance:** To put all their energies into what they're supposed to be doing and master it.
- (iii) **Teaching Justice:** Discuss with them about injustice in the society and ask them how they feel things should be done.
- (iv) **Teaching Faith:** Faith in the child sown as he learns to trust the parents and immediate society produces the mountain - movers of our own generation.
- (v) **Developing Hope:** Disappointment can be used to build hopes, live for everything to hope for.
- (vi) **Developing Love:** Children should be taught to learn to care and to give. This is what love is about - learning to give of themselves to them.
- (vii) **Need for Godly Example:** We should teach far more by examples than by words. Where words fail to convince, then examples are far more persuasive.

A GOOD TEACHER

The function of a good teacher, or a wise teacher, is to take an interest in youth, and open up to himself a vision of something which the young person can recognize to be good, so that natural drive in all young people to grasp an ideal and pursuit can take over and be fulfilled.

WAYS TO HELP CHILDREN'S SELF-CONFIDENCE

1. Self Expression - Encourage the child to learn to express himself with words, use of diction.
2. Appreciate every little thing they do
3. Give them time. "Children spell love by time - if you give them time they believe you love them."
4. Listen to their views. Feel the way they do.
5. Allow them to use their initiative.
6. Reward for accomplishments
7. Not to be harsh on them. We should be gentle
8. Positive correction.
9. Involve them in our discussion. Give them opportunity to share their views. Involve them in spiritual things.
10. We should confess positive things about them. Down play the negative and focus their minds on their strong points.
11. Encourage them.

Things to avoid

1. Undue criticism.
2. Generalisation in correction
3. Comparison
4. Avoid public discipline when a child misbehaved in public or when you have company excuse yourself from the public take the child there and come back to your company.
5. Don't allow people to use bad words on your children.
6. Admit it when you've been wrong and apologise to your child.

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Discipleship



DISCIPLESHIP



"Go therefore and make disciples of all nations ..." Matt. 28:19

From the above passage, it is clear that,

- God wants us to make disciples and not mere converts.
- To achieve this, every young believer needs to be intensely followed-up and disciplined.

- A Disciple ...
- Is one who has been born again Jn 3:1-7
- Is not just a follower, but a committed, willing and yielded follower of the Lord. He voluntarily yields his neck under the yoke of the Lord Jesus to be taught and nurtured in order to become like Him (Mat. 11:29-30)
- Is a functionally mature, responsible reproducing member of a local church. D. Kennedy
- Has one desire, ambition, focus; to be like his Master.
- Therefore, hands over his life to his Master to do with it whatsoever he wants.
- Is not choosy. Job 19:25-27, 2 Cor 4:16-17, Rom 8:28
- Loves his master, is loyal, submissive, committed to him, and is zealous for his master's honour and interest at all cost
- Accepts the leader and his vision
- Identify with the man's vision
- The Lord commits Himself only to His disciples.

BIBLICAL PROFILE OF A DISCIPLE

A Disciple is one who:

D Self (Luke 9:23, Mk 8:34, Mt. 16:24)

I With Christ (Mt. 10:24,25,32)

S Others (Mt. 10:42; Mk 10:42-54)

C In God's word (John 8:31-32)

I Is involved in the (Mt. 28:18-20)

P Produces much (John 15:8)

L Other believers (John 13:34-35)

E the body (Jn 21:15b; Eph 4:11-12)

What is Discipleship?

- The process that transforms a convert, an apprentice to a committed, yielded follower of Christ is called discipleship.
- It is a gradual, systematic, cumulative life-long process that is aimed at imparting the life of the master to a pupil.
- It is a process of making a student (an apprentice) to be conformed to the image of the Lord Jesus. Rom 8:28-29
- It is a relationship between a master & apprentice, Teacher & pupil
- It has a definite starting point, a beginning
- It is a school of one subject Matt 11:28-30
- Discipleship for each person is unique and peculiar to individual John 21:15ff
- God's method of training his men Gal 4:1-2



Examples of discipleship relationship in scripture

- Moses & Joshua
- Eli & Samuel
- Elijah & Elisha
- Barnabas & Saul
- Paul & Timothy
- Paul & Titus
- Naomi & Ruth
- Jesus & His disciples
- David & His men
- Elisha & Gehazi

Consider 2 Tim 2:2 - And the things YOU have heard ME say in the presence of many witnesses entrust to RELIABLE MEN who will also be qualified to teach OTHERS.

Four generations: Paul - Timothy - Reliable Men - Others

Terms of Discipleship

Whosoever will like for follow Jesus in response to the invitation in Matt. 11:28 and Matt. 4:19, must be willing to accept His terms. The terms of discipleship relationship with the Lord are clearly spelt out in the following scriptures: Luke 9:23 - 26, 57-62; 14:25-33; Mk 8:34-38.

The Lord will not bend or adjust these terms to accommodate any man no matter how little or significant he may be. The terms are:

- Deny himself
- Take up his cross
- Follow

Principles of Discipleship - Jesus' Example

The ministry of the Lord Jesus Christ touched thousands but He trained only twelve men.

He gave His life for the whole world on the cross but He devoted the three and half years of His ministry specially for the twelve disciples.

For us in children's ministry, our activities can touch hundreds of children but to perpetuate and give permanence to what we are doing, we should be thinking of discipling a few at a time, training them to take up leadership positions.

He trained them to be His assistants and successors.

- The Principle of Selection - Luke 6:12-13
- The Principle of Association - Mk.3:14-15
- The Principle of Instructions - Mt.10:16-18
- The Principle of Demonstration - Jn 13:3-17
- The Principle of Delegation - Luke 9:1ff; 10:1ff

The Early Church

- Personal contact - 1 Thess. 2:7-11 (Association & Instruction)
- Constant & Fervent prayers - Gal 4: 19; 2 Thess 2:13
- Letters were sent to encourage and exhort the converts. Sometimes personal visit
- They helped the young christians to establish the church fellowship of their own
- They were role models to the converts.

**Follow-Up**

"Everyone is in the business of evangelism but nobody seemed particularly interested in follow-up" *Dawson Trotman, the founder of the Navigators.*

If evangelism is the first step in disciple-making process, the second is follow-up.

Follow-up is spiritual pediatrics - the care and protection of the spiritual infant. It deals with the development of new babes in Christ from the time of their new birth until they grow and provide for themselves.

Suggestions on how to care for new babe

- Go over carefully with him the plan of salvation - the step he has taken. Go over assurance of salvation- 1 Jn 5:11-12
- Pray for him - Eph 1:15-23; 3:14-20
- Visit him soon and frequently after his decision for Christ
- Teach him about Quiet time, how to study/read the bible and pray
- Establish / involve him in church fellowship
- Take him with you - do things together

Possible Problems / Challenges

- o Problem of resistance -
- o The child may be unwilling to meet with you on a regular basis
- o Problem of interruptions from parents
- o Problem of indiscipline
- o Lack of assurance

Qualities of a Discipeler must possess

- He must be a disciple
- Must be a growing Christian - good devotional life, regular fellowship
- Must be a man of integrity - exemplary christian conduct
- Must possess shepherd heart
- He should not over commit his time
- Patience & perseverance
- Prayerfulness



TEACHING PROCESS

The Activities of the Teacher in the classroom or in a learning centre

Introduction

A Learning centre consist of students (trainees) and the Teacher (instructor)

The main function of the learning centre is to help develop the trainees , equip them with the knowledge for what they will be expected to do e.g. Child Evangelism

What does he do the achieve this goal will be the focus for this discussion.



QUALITIES OF A TEACHER

Teachable - He discovers the best way to relate and affect the life of students by learning them. He is always open to growth. - He is responsible

Enthusiastic; He/she works with happiness, excitement and joy. Enthusiasm is contagious

Approachable: Maintains authority yet being a friend. Find the balance between being the leader, while also being someone they can laugh, someone in whom they can confide.

Committed: giving himself fully to the work. Whole heartedly dedicated.

Honest: Acknowledge your strength and weakness. Say sorry when you are at fault.

Enduring: Persevering through the tough time. Times of repetition. A child's development of a skill is two step forward one step backward. (Reyner 973)

Ready: He prepares himself well for the class; with determination selects the best method that will enable him have an orderly class. He uses a lot of methods and varieties.

Sensitive: Alert to the needs of the pupils. He knows the need of his trainees and understands their love language

Others: Discipline; Patience; Faithful; Sincere Loyal etc

The Process

You are going to be training, passing your students through specific set out stages/projects/programmes arranged to make them gain the required experience for the work so required of them.

PRINCIPLES OF ADULT LEARNING

ADULTS LEARN BEST WHEN...

- Satisfy a need
- Learning - Experience
- Control own learning
- Active Participation
- Experimentation
- Get quick specific feedback
-

PRESENTING A TRAINING SESSION

What is Training?

Creating an opportunity for participants for learning to take place

EFFECTIVE FACILITATING

Teaching: Teacher-Centered

- Teacher provides most of the ideas
- Teacher does most of the talking, while participants take down notes
- Very big and Important
- Full of knowledge, So he ignore students previous experiences
- Communication is one way
- Teacher is the Subject-Matter-Expert
- Teacher is more concerned with effectiveness of delivery and content

STUDENT IS:

Very Small and Unimportant
Has no knowledge of topic
Must keep quiet during lectures
Has no experience to share





TRAINING

- Focused on the content
- Cascading of information
- Objectives
- Activities/exercises
- Highly interactive
- Good communicator
- Works at the same level with participants
- Respects participants ideas & suggestions

PARTICIPANTS AS:

- Members of communication network
- Happy & feel at ease
- Participating actively
- Sharing experiences.

FACILITATING

- Learner/Participant-centered
- Facilitator draws from the participants
- Participants does most of the talking, facilitator keeps discussions in focus & alive
- Facilitator is the Process Expert
- Facilitator is more concerned with management of group discussions and learning

5 STEP PROCESS

1. PRAY
2. PLAN
3. PREPARE
4. PRACTICE
5. PERFORM FOR GOD'S GLORY

PRAY: Keep in mind that our role is to guide the discussions within the allotted time, ensure maximum participation and encourage application.

NOTE

- Train your students until they become successful independent users of the Skill
- Reproduce yourself by focusing on their skill, not your style
- Alter equipping according to your student's characteristics and circumstances
- Increase student motivation by relationship, retribution and reward
- Nail down the basic before developing advance skill
- Encourage students more frequently during early training
- Reaffirm students independent of their level of performance



THE LEARNING PROCESS

*According to Guenter E. Salter (1988)

*"Teaching is basically the directing of the student by word and example towards the goal that has been set for him
Learning is the process by which the student accepts for himself that which he has come to believe as true"



Learning is a change in behavior that is due to experience

Assertion

We can therefore say that

Until learning takes place, teaching is no effect

Introduction

- It is believed that there are unconscious, casual, conscious or deliberate ways of learning.
- Lets talk about deliberate learning. The type that is motivated

I must not forget this!

We forget something we learn easily, while others make deep and unforgettable impression.

- These depend upon the total effect of the experiences upon the individual
- Learning is directly proportional to the force of the experience that cause it

Note

As people preparing workers for the harvest of souls... the greatest force the world has ever known is the Holy Spirit

- He will lead us into all truth and teach us all things

Pre-requisites (contributors to) for effective learning

Readiness

Motivation

- Internal:
- The personal conviction_____
- External:_____

Activity

- Plays, Games, Reasoning, Thinking, solving problems, Discussions
- The more active the student is the more quickly he learns.

" When we do the same things in the same way we get the same results

When we do the same things in the same way and expect better results we have symptoms of insanity" - Stephen Convey



DEVELOPING TEENAGERS TO BE CHILDREN MINISTERS

WHO IS A TEENAGER?

A teenager is a person between the ages of 13 and 19. The teen years are defined by experts as a critical period of biological and psychological changes, which requires the total commitment of parents, guardians, government and society as a whole to mould the future character of individuals. From the above definition, we see that the teens are at a stage when they need a lot of attention themselves. Their characters and personalities are yet to be moulded.



One outstanding quality any leader must possess is maturity. Our first dealings with the teens then should be aimed at bringing them up to be matured and balanced adults. The blind cannot lead the blind. Anyone that stands up as a leader is bound to have his/her followers copying a lot of things sub-consciously. The havoc caused by immature leaders is usually enormous.

Having sounded the above warnings, let us look closely at the life of an average teenager. Generally, Teens are divided into two (2):

- (a) The junior adolescent
- (b) The senior adolescent.

THE NEED TO DEVELOP THE TEENAGERS

- 1. They have the potentials
- 2. To expose them to the Ministry

NOTE

God owns and calls people into the ministry. Teens are still growing. Hormonal changes affect the teenager's behaviours.

HOW TO DEVELOP THE TEENAGERS

- 1. Select those to work with prayerfully.
- 2. Share the vision with them.
- 3. Make them see the need for their involvement
- 4. Take them through training
- 5. They can assist in leading praise and worship.
- 6. Assist them to develop spiritually.



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MISSIONS



UNDERSTANDING MISSIONS

What is Missions?

The word Missions is from the Greek word APOSTELO and the Latin word MITTO which means 'send'. Missions therefore mean to be sent with a definite message to a particular group of people

Sender: Matt. 28:18-20; Mark 16:15-18

The Lord Jesus Christ, who was a missionary sent into the world by God is the sender.

"As the Father has sent me, so send I you" (John 20:21).

Message: Acts 4:12; Rom. 10:9-10; Isaiah 28:16

The message centres on the sender - Jesus Christ.

The Messenger: Luke 10:2-3

The messenger is he that has heard, believes the sender and is going with the message.

Who is a Missionary?

A missionary is he who has fully obeyed the Lord and is taking the gospel to places where it has not been preached. As a disciple himself, he goes with a simple goal of making disciples.

The missionaries are motivated by the love of God, passion for the lost and commitment to the course of the gospel.

Biblical Examples

1. Jonah - Nineveh
2. Jesus - Jews / World
3. Paul - Gentiles

Why should we be involved?

It is a task given by the Lord Jesus to His church. Doing missions is a demonstration of obedience to the command of the Lord Jesus and our love for Him. Unfortunately the church is involved in so many activities today at the expense of the task of evangelising the world.

Consider the following statistics

1. Estimated population of the world is 6.68 billion
2. Those that claim to attend church - 2 billion
3. Actual church goers - 1.2 billion
4. Serious church goers - 500 million
5. Born again Christians - 100 million
6. Only 5% of the 100 million are involved in active evangelism and missions.

Church funding of missions

1. The church has about 13,000 billion US dollars
2. Out of this, only 220 billion US dollars is used for the church purposes and 12 billion of it (less than 0.1% is put into missions).
3. About 90% of the 12 billion is used for city or town missions; 8.5% is used in other places where Christ has been preached before; only 1.5% is used in new places.
4. About 3.6 billion people still need to be reached with the gospel.





5. The 10/40 window has 800 million Muslims, 800 million Hindus, 230 million Buddhist, and 700 million non-religious people.
6. There exist in Nigeria and other parts of the world tribes that have not been reached. There are between 250-500 tribes of the world that do not know Christ. The Lord wants us to reach them before His return. The question is, "who will go for Him?" Isaiah 6: 8



INVOLVING CHILDREN IN MISSIONS

MOTIVATING CHILDREN FOR MISSIONS

Children could and should be challenged to get involved in missions especially those that have known and received Jesus as their Lord and Saviour.

Why do we need to involve children in missions?

- (a) If a child can receive Christ, if he can be nurtured to walk in the Biblical way, then he can be involved in missions. He needs to be exposed to the plight of the unreached people groups. Their simple and tender hearts need to be sensitive to missions.
- (b) Today's knowledge can affect their tomorrow's decision (Prov. 22:6). The child can become a missionary as a result of what he's taught about missions today E.g. Hudson Taylor.
- (c) As a sequel to the above, if as a child he's taught to love and appreciate missions, he will not depart from it when he's old.

YOU CAN MOTIVATE CHILDREN FOR MISSIONS:

- (a) By telling/teaching them missionary stories E.g. William Carey the missionary to India, Mary Slessor, a missionary to Nigeria Etc.
- (b) By inviting some missionaries who are still serving to visit the children and share their experience.
- (c) By reading field reports of missionaries to the children, especially the person they have already known. The picture of the missionary could also be sent to the Bible Club or Sunday school children. Gifts sent by the children should be appreciated.

HOW THEY CAN BE INVOLVED IN MISSIONS

Children could get involved in missions by:

- (a) Praying
- (b) Giving
- (c) Visiting missions field
- (d) They can be involved with their talents
- (e) They can write letters to missionaries to encourage them

SONG

I'm a missionary helper, Praying everyday
I'm a missionary helper,
My money goes God's Way
Leading precious souls to Jesus
My heart is all aglow
I'm a missionary helper, Pray and give and go

SONG

*I'm a missionary helper
Praying everyday
I'm a missionary helper
My money goes God's way
Leading precious souls to Jesus
My heart is all aglow
I'm a missionary helper
Pray and give and go*



SCHOOLS AS A MISSION STRATEGY

What is a School? An institution for the education of people.

What is a Strategy? Any plan of action aimed at achieving a purpose.

Mission? The particular work for which one believes oneself to have been sent into the world.

Mission of the Christian Church: To reconcile the world to Himself. (2 Corinthians 5:18-19)

For any mission strategy to be meaningful and effective, it must fulfil the following conditions:

- It must bring about contact between the sent and the people being reached.
 - It must bring about proper communication.
 - It must be acceptable to the people being reached.
 - It must be cost effective and sustainable.
 - Schools provide a good opportunity for all these conditions to be met.
1. Children are in their most important formative years when they can receive, retain and be most influenced by what they are taught.
50% of Child's personality is formed between ages 0-4years.
30% between ages 5-8years, and
20% between ages 9-17years.
 2. Children (especially in our time) begin school at a very early age. Parents are anxious and ready to send their children to school as early as possible.
 3. Children themselves are very eager to go to school.
 4. Children spend at least an average of 5 hours in the school/day care daily which is far more than they spend in church or Bible Club.
This gives ample opportunity for good and consistent exposure to god's word and godly influence. The child hears the word of God again and again (Romans 10:17). A solid foundation is laid for good life habits and Christian principles and the child can be disciplined.
 5. Teachers enjoy a considerable loyalty from the children. This makes the teachers to become a source of authority. Children accept whatever they are taught as absolute truth. Therefore, teaching children God's word at a time when they readily accept it makes it to have lasting impact in their lives.
 6. The Mission school setting provides the right atmosphere for the complete development of the child in line with Luke 2:52.
 7. The school could also be self-sustaining financially as the children pay fees. The profit acquired from the school could be used in other areas of missions.

Steps in Starting a School

- Do survey
- Choose a good site
- Recruitment of personnel
- Select a Curriculum



- Make publicity
- Registration
- In running a mission school, the primary objectives must be clearly stated and followed. These include:
 - To serve as a means of outreach to children.
 - To save children from falling into satan's trap.
 - To build up the child (Luke 2:52).
 - To prepare an army of children who will be tomorrow's leaders, who will correct the ills of the society.



OUTREACHES TO LESS PRIVILEGED, REMAND AND CHILDREN HOMES

We realised from the Lord Jesus statement in Matt 18:14 that "Even so it is not the will of your Father which is in heaven that one of these little ones should perish." Indeed the heavenly Father does not wish that they perish. On the

other hand He did not mishandle them when He made them. If anything went wrong, it is the work of the devil.

Through ages people have been trying to place blames on God for everything that is evil on earth because he is the creator e.g. Job. One could ask why and also why many righteous people still are affected adversely by one thing or the other today.

HANDICAPPED CHILDREN

If one is born handicapped in one area or the other of the body in Nigeria today, he stands the chance of being helped in one way or the other. He could be in his parents' home up till some time during which many things would run across their minds.

One the other hand, some families cannot accept handicapped children by any chance. They may want to do away with them so that their big family name would not be damaged. Some resort to mercy killing. In the olden days, they could throw them into bad bushes to die.

HOW CAN WE HELP

1. Educate the parents
2. Direct the child to special Education centre
3. Visit handicapped homes.
4. Encourage the child.
5. Introduce vocational training.

As education is very important for man's education we must expose them to the special Educationist so that they will help decide how to take care of them. This is by far better than hiding them in their homes or starving them to death.

ORPHANAGES (CHILDREN HOMES)

The children placed in orphanages are those who have no parents. Either that their parents are dead or that the children were rejected possibly due to single parenting or unwanted pregnancy.



Our desire as children workers should be to find out ways of communicating the gospel to such children.

REMAND HOMES

For the children who are in Remand Homes, they are juvenile delinquents. They have been placed in such a place to remould them because of their stubborn behaviour. They misbehave a lot in the area of stealing, fighting, maligning etc. They are placed there because they are not up to 18 years, which qualifies them to be imprisoned.

We must not abandon them to their fate because we need to visit 'Jesus' in prison Matt. 25:34 - 40; Phil 8 - 12. Remember Onesimus in the book of Philemon who was saved in the ministry of Paul. Paul interceded with Philemon to receive him back in his home.



REACHING THE CHILDREN OF PROSTITUTE

WHO ARE PROSTITUTE

Prostitutes are people that use their bodies in a immoral manner contrary to God's intention. For sexual relationship is intended to be within the confines of marital life for pleasure and protection. (Gen 2:24-25). They are also called commercial sexual workers, for they "sell" their

bodies for monetary gains.

Both male and female engaged in prostitution even from the Biblical days. (Gen. 19:5, Deut. 23:17)

Peculiarities of Prostitutes

1. Laziness in making a decent living
2. They have unusual appetite for sex. (Romans 1:24-29)
3. Lacked ambition for decency Lev. 19:29
4. Have children for or by more than one partner outside marriage which makes their children illegitimate (Deut. 22:20 - 21), Deut 23:2)
5. They have psychological condemnation/poor public image of themselves and as such detested having their children around them.

The wall of partition against the children of prostitutes

1. Spiritually

- (a) They are out of god's mercy (Hos 2:4-5)
- (b) They are demonized
- (c) Up to their tenth generation are cursed (Deut 23:2)

2. Socially

- (a) They are outcasts like their parents e.g. Jephthah (Judges 11:1-2)
- (b) They are exposed to immoral behaviours



3. Physically:

- (a) Sexually transmitted diseases can be passed to them e.g. AIDS
- (b) They have quest for sex earlier in life
- (c) Hereditary through blood of their parents
- (d) Targets of rape from the miscreant customers

4. Mentally:

Because of the poverty level of their parents, they are denied access to good education.

Ministering to the children of Prostitutes

- 1. The great commission to reach all creatures is also for them. Mark 16:15
- 2. Spirit of harlotry must be broken prayerfully. Hosea 5:4
- 3. Establish to the child with the word of God that he is a sinner Roman 3:23, 6:23.
- 4. Lead the child to accept the forgiveness of sins and life that Christ offers John 10:10
- 5. Let the child lay claim to the cleansing through the blood and name of Jesus I John 1:7
- 6. how them love and care
- 7. Link them with rehabilitation centre where they can learn a trade e.g. Lagos State good boys and girls centre at 1 Sheri, Girls Remand home, Approved School, Idi-Araba, Boys Remand home Oregun and Motherless home Victoria.
- 8. Island; for (P & C) protection and care.
- 9. The Church, Christians, Fellowship and individuals can be encouraged to rehabilitate them.



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Homiletics



BIBLE LESSON PREPARATION

What is Bible Lesson?

Bible Lesson = Bible story
+
Main Emphasis
+
Application

A good story should:

1. have an emotion of fear, joy, excitement, suspense tc.
2. be interesting, with a built- up suspense leading to a clear climax.

Component of a Bible Story:

1. The Topic
 2. The Text
 3. The Aim
 4. Introduction
 5. Sequence of Events
 6. Climax
 7. Conclusion
1. **The Topic:-** subject for discussion.
Choose a topic that will not reveal your climax
 2. **The Text:**
Short passage from the Bible where the story is taken from
 3. **The Aim:**
Teacher's objective or target
 4. **Introduction:**
 - this is the key to winning or losing the child
 - it is something that captures his interest from the start.
It should be:
 1. related to the Bible story
 2. relevant to the child's environment and experience
 3. Full of life and action (contrast John 1:1-14 with Luke 10:27-35)

Note: choose and write down your introduction after preparing other Bible Lesson parts

Types of Introduction:

1. **Question type:** a question relevant to the story eg. Close your eyes; can you go home without a guide? (Blind Bartimaeus).
2. **A short drama or mime.**
3. **A Direct Approach:** You go straight into the lesson, making it interesting to capture attention, e.g. 'May I have the result please. The winner is Esther.' Esther contested in a beauty contest held in Persia. Listen and I will tell you how it happened (Esther 2:1-18)



4. Using a photograph.
5. Object.
6. An exciting portion. You start from an exciting part of the story, then go back to the beginning to tell how it happened (eg the lesson on Peter's deliverance from prison- Acts 12:1-17).
8. An illustration. Begin with a day to day experience relating to the Bible story. Create a link between it and the Bible story

5. **Sequence of events (SOE)**

This is a list of essential story facts in their order of occurrence.

1. Identify about 7 of such facts (they could be more or less, depending on the length of the passage).
2. The last but one event is your climax.
3. The last one is the conclusion.

6. **Climax**

This is the peak or high point in the story where the result is obvious or a problem is solved.

- At the climax the curiosity is satisfied. All other parts of the story lead to it.

7. **Conclusion**

This is the end of the story.

It comes immediately after the climax.

1. It must be short, clear and specific.
2. It should be solemn enough to drive home the message.
3. It has to move the saved children to respond to the challenge and the unsaved to repent and invite Jesus into their lives.

B) THE MAIN EMPHASIS (M.E)

This is the main truth that God wants the children to know. It is the theme upon which your lesson is based.

Note:

1. Teach only one M.E in one lesson.
2. M.E should be simple and brief to remember.
3. Write it down on your outline
4. Teach it thoroughly well all through your lesson.
5. Be persuasive as you teach it.
6. Repeat it 4-5 times in places where it naturally fits without being forced.

Need to concentrate on one ME.

A number of Bible passages may have more than one ME (eg. Dan 1:3-21; Gen. Ch 2 & 3. In Dan 1:3-21 for example possible MEs are:

- God wants you to stand for Him.
- You need to control your appetite.
- We should not eat food offered to idols.
- God rewards those who obey Him.

If you teach many MEs in one lesson, the child may forget all in few days time. You therefore concentrate on any one of them in one Bible lesson. In another Bible lesson day you can then teach another one.



Choosing a ME

1. Choose an ME you know is most relevant to the children at that time.
2. Your ME can also be based on your topic, aim or Memory Verse.

C. APPLICATION OF THE M.E.

Teaching the Bible is not just for information but for transformation. For the word of God to change lives, it must be applied.

Application is therefore the bridge between knowing a truth (fact), ie the ME and what is done with it.

In teaching application, two categories of people are addressed-

The saved and

The unsaved.

PAS is used for the saved and means Personal Application for the Saved.

PAU means Personal Application for the Unsaved.

Remember:

1. Prayer: before, during and after the preparation.
2. Detailed study
3. Prayerfully choose an aim.
4. Get a good Memory verse
5. Select your ME; write it down
6. Write down the two applications-PAS & PAU; Know them well.
7. Get all visuals and materials needed
8. Choose a befitting Introduction; know it well.
9. Prepare and write out your outline- it must be small enough to enter your Bible.



METHODS OF BIBLE STUDY

A personal Bible study is necessary for every Christian especially the children teachers. It will make us to be strong, caring and loving Christians who know God's truth and how to apply it to life (2Tim. 2:15).

Preparation for Study.

1. Choose a place
2. Choose a time
3. Set a course of action
4. choose your tool(s)

Tools

1. Bible
2. Dictionary / concordance
3. Bible atlas / Maps
4. Commentary
5. CD
6. Holy Spirit

**3 skills**

Observation:- What does the passage say?

Interpretation:- What does the passage mean?

Application:- What does it mean to me personally; truth to put into practice; changes to make in my life.

Observation:

Wrong observation leads to wrong interpretation and application. Mat. 2: 2; 11

1. Pray; Ps 199:18
2. Ask right question
3. Mark key words and phrases
4. Look for list - Follow a key word and note how it's used within the passage.
5. Watch for contrast and comparisons - Descriptive language to drive home significant truth and lessons. E.g. Contrast (Proud/Humble) comparism (Like, 'as', 'as it were')
6. Note expression of time. i.e after, When, until, then. E.g after the Passover.
7. Identify terms of conclusion. Eg finally, therefore, for this reason.
8. Develop the main theme . is it center on one person, event, subject. i.e suffering,

Interpretation:

Exegesis- say what the bible says. (Isogesis - say what you want the bible to say)

Good interpretation leads to good application.

What hinders it:

1. Wrong things taught before.
2. Wrong believe/opinion form already
3. Many people are doing it.

Remember the 'context rules

- To understand the context, be familiar with the scripture, do proper observation, the surrounding verse/chapter/book/bible
- Ask "is my interpretation consistent with the theme, purpose, structure of the book, the other scripture on the subject.
- Consider the historical and cultural context.
- Seek full counsel of God's word
- Don't accept a teaching because it is supported by 2 or 3 verses. Your guard against wrong teaching is to be saturated with the word.
- Remember the scripture will never contradict itself. Gal. 6 :
- Don't based your conviction on an obscure passage of scripture
- Interpret scripture literally : bible is not a mystic book
- Look for a single meaning of the passage. Don't twist verse to support a meaning that is not clearly taught.

Application: 2Tim. 3:16. Js: 1: 22-25

Woe is the preacher who study the scripture only for the purpose of preaching. Before application, Observe and Interpret.

Insight on Applying Scripture.

- What does the passage teach -General or specific, Time or cultural bound
- Does the passage expose error in my belief or behavior?





- What is God's instruction to me as his child?
- Beware of:
 - a. Applying cultural standard instead of Biblical standard.
 - b. Strengthen legitimate truth by using scripture incorrectly
 - c. Apply scripture out of prejudice from past training/ teaching.

"To look is one thing. To see what you look at is another. To understand what you see is a third. To learn from what you understand is still something else. But to act on what you learn is all that really matters."

Observation + Interpretation + Application = Transformation.

Types

A word study

Is the study of an original language word (e.g., agapao, Elohiym, or zoe). The primary tool for a word study is an Interlinear Bible.

A topical study

Is the study of a concept (e.g., resurrection, sin, or divine revelation). The primary tools for a topical study are the Topical Bibles, Dictionaries & Encyclopedias, Concordance,

A biographical study

A biographical is the study of a person (e.g., Christ, Joseph, or Deborah). It is similar, in many ways, to a topical study. The primary tools for a biographical study are the Dictionaries/Encyclopedias, Topical Bibles, and the Concordance. Of course, at the core of the study is the Bible itself.

A geographical study

Is the study of a place (e.g., Jerusalem, Egypt, or the Jordan River). It is similar, in many ways, to a topical study. The primary tools for a geographical study are the Dictionaries/Encyclopedias, Maps, Photos, Topical Bibles, and the Concordance. Of course, at the core of the study is the Bible itself.

Begin by opening a Dictionary/Encyclopedia to an article on the desired place. In addition to the article text, pay close attention to any scriptures that the article references in addressing the place. What was the significance of this place? What happened here? What role did it play in Biblical history? Are there specific individuals or events associated with this place and, if so, why?

A scripture study

Is the careful examination of a Bible passage. Although a scripture study could be focused on a single verse, it is usually important to study a larger portion of scripture in order to understand the context.



PLANNING A CURRICULUM



What is a Curriculum?

A Curriculum is a guide that shows the teacher what to do and how to go about it. It shows what scope to cover and the essential inputs. The focus of this topic is to plan Curriculum for Sunday school, Children Camp, Holiday Bible school and Children Bible club.

Components of a Curriculum

1. Theme - A broad theme for the quarter or the year



2. Content - The content is divided into weekly portions which must all belong to the general theme.

The Contents include the following:

- The Topic - Subject for discussion in that particular lesson
- The Text - Passage of scripture from which the lesson
- Aim - The purpose of teaching the lesson
- Main Emphasis - The central truth of the lesson for the saved child
- Memory verse - A scripture verse to be memorized. This must be related or relevant to the lesson
- Class Activity - Something for the child to do that will help him remember the lesson
- Teaching Aids - List of materials to be used in teaching the lesson
- Songs - Songs relevant to the lesson
- Take home activity - Things for the child to do at home.

DISCIPLESHIP AREA

Birth

Air-

Food-

Love

Walk

Talk

Purpose

TOPIC TO BE COVERED

Gospel

Prayer

Bible

Thankfulness, Relationships, freedom from hurts, forgiveness, how to show God's love, Love of God, Consecration obedience, Alternative Loves (sex idolatry).

Holy Spirit gifts, Satan, Testing, persecution, perseverance

Personal sharing, group sharing, Missions, practical service, Giving.

God using people

It is very important to bear your audience in mind when planning a curriculum. That is, consider the age range of the children. The lesson and the activity must be developed with their mental and physical abilities in mind.

The following are groups are suggested:

Younger children 2 - 5 years

Primary children 6 - 12 years

Young teens 13 - 15 years

Advantages of Planning and using curriculum

- It gives focus or direction
- It makes preparation and teaching easy
- It brings about uniformity in preparation. Not so good teachers can learn from the good ones
- It makes learning orderly. One thing is learnt after the other in a systematic manner.

Patterns of a Curriculum

1. Following the books of the Bible (Bible history)
2. Following the Bible characters e.g. Abraham, Joseph, Jesus, etc.
3. Following the subjects e.g. faith, courage, love, friendship etc.



A curriculum should be simple and easy to follow. It should have simple instructions on how to use it.

Steps in planning a curriculum

1. Pray Psalm 37:5
2. Study II Timothy 2:15. You need Bible, Concordances, Maps and other resource materials.
3. Trust. Proverbs 3:5-6. Psalm 37:5 Trust God to bring out things that will touch the lives of the children
4. Work - prepare to work hard. Document what you are doing. Give room for proper proof reading and double-checking. This should be done at least 3 times. Give sufficient time to work on it. Don't rush. Pray at every stage



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Christian Education



HANDLING CHILDREN CHURCH EFFECTIVELY

The questions:

- Why do so many children leave the church when they arrive at adolescence?
- Why do many children sleep during the worship service?
- Why do so many distract their parents from listening to

the sermon and testimonies during the service?

Answer:

No

What is children Church?

- A formed with children who meet to conduct worship service in a suitable location.
- An arm of the church second to the adult church where service is being conducted to give the children a spiritual activity appropriate for their age and ability.
- A place where the church of the future is formed in the childhood experience of today.

Aim:

- To get the children be
- To give children the appropriate attention.
- To equip children with efficient tools to fight against destructive elements that attempt to confuse their lives during a period of intellectual, physical, and emotional
- For the child to know, love and serve the Lord.

Need for

- The instruction designed for adults is confusing to children. Their tender minds are not ready for complex, structure's truth.
- Children need pastoral care. They are part of God's family. God want them to be cared for (Mk.10: 14)
- Need to hear God's word, learn how to worship him and serve him
- Need to belong and associate with other children.
- Opportunity to discover, develop and use their talent in a constructive way.

REQUIREMENTS

1 The human element - The Minister.

Must be:

- Mature Have a clear understanding of the doctrine of faith of Christ.
- Have a clean Christian testimony. (Love, patience, wisdom, etc.)
- Have a calling
- FAT

Responsibility

- Direct worship
- Visitation
- Follow-up

**Need for self development**

- Training. Seminars, short term, basic course, advance course
- Learn by experience- Good practice makes perfect.

2. Appropriate location:

- Free from distraction
- Well ventilated. Be decorated with bright and attractive drawing.

3. Materials needed:

- Enough Chairs & Mats.
- Drinkable water & cups. (Snacks be given periodically)
- Chalk board, White board and or Flannel board.
- Television and Visual Aids.(multi media projector)
- Register for children.
- Library with books for teachers and children.

4. Preparatory Class.

Children service must be made parallel to the adult service and be well planned.

Junior Church must be a place for worship, discipleship and Evangelism. It must be made interesting and attractive, so the teachers must be creative.

1. The Program.**A. Regular Program****a. Sunday Program**

1. Introduction: This is a transition from Sunday school to the worship service.
2. Worship and praise.
3. Prayer time.
4. You are welcome: Each new child should be encouraged to stand up and mention his name and age. Older children should greet the new comer warmly with songs. New comers must be duly registered.
5. Announcements: Announce special activities and occasions. Children having their birthday is recognized and prayed for.
6. Testimony and offering time. This is an opportunity for the child to appreciate God in speech and in deed. The importance of tithe is taught.
7. Special presentation. This gives the special groups, like drama and choir, the opportunity to present what they have been rehearsing. This can later be presented at the adult church.
8. Sermon. Don't preach but teach. The children must see the sermon, understand the sermon and remember the sermon.
9. Alter call: this is not optional. It is compulsory. The entire program should lead to this.
10. Counseling session
11. Game and closing activities: to reinforce and remember the topic and the message of the service.

B. Program

- a.: This is a three to five days children program. It can be a day or resident camp.
- b.





- c. Visitation to Motherless homes, Remand homes et.c
- d. Children

C. Children Registration Form.

1. Information on the child & Parents.

Full Name _____ Birth date _____
 Home Address _____ City _____
 Date of birth _____ Name of School _____
 Location of the school _____
 Present class _____



CHILDREN'S CRUSADE

Introduction

In Mark 16:15, the Bible says, "Go ye into all the world and preach the gospel to every creature." By this instruction the Lord Jesus enjoins every believer to go into the world and PREACH TO EVERY CREATURE. It is our responsibility as Christian to go and look for the sinners. The church should not wait for sinners (children) to come to her. But

she has to go out for the unreached children.

According to Acts 20:20, evangelisation of the unreached children could be done publicly (through mass crusade) or house to house (one to one). But our emphasis here shall be on crusade.

The importance and objective of:

1. To evangelise unreached children.
2. It helps us to reach children outside the church
3. Because children love entertainment, through crusade the children are drawn to Christ using what they love and enjoy.
4. It enables us to reach a large group of children at once.
5. It prevents the intimidation that children face in adult's crusade.
6. Children from various religious groups are reached.
7. It creates awareness among Christians that children could be saved
8. It offers, as many children that want to, the opportunity to receive Christ.
9. To demonstrate the love of God to children and help them to know that God is interested in them.
10. Gospel message is made simpler and taught according to the learning ability of children.

A CHILDREN CRUSADE

- (a) **Prayer** - before, during and after the crusade. This determines the extent of success of the crusade. Members of the church, children workers and children could be mobilized to pray. Pray concerning the logistics, the venue the workers, forces that may opposed to the salvation of boys and girls. etc.
- (b) **Crusade Workers**- Appoint a crusade director who will direct the crusade and co-ordinate the activities of the other workers. People that will be recruited to work in the crusade planning and execution must be experienced men of integrity and spiritually matured. The



workers should be men trained to minister to children. In recruiting workers, it is pertinent to pray first. Then train those that are recruited. The training should include counselling the child, crowd control, leading a child to Christ, psychology of the child etc. Orient the workers concerning the agenda for each evening meeting.

- (c) ----- - The crusade should centre on a particular theme. The theme may be a current topic or a biblical principle; the preaching and all other aspect of the services will revolve around the theme. The church could avail itself of already prepared/published materials or make one.
- (d) **ommittees** - The responsibility of planning a crusade must be delegated among the children crusade workers. Various committees should be set up to take are of various responsibilities. The crusade director should take cognisance of the workers' abilities and talents before assigning responsibilities to them. The committee leaders should report to the crusade director who co-ordinates the activities of all the committees.

The following committees could be set up:

1. Prayer Committee _____
2. Publicity Committee _____
3. Resource Committee _____
4. Music Committee _____
5. Maintenance Committee _____
6. Follow-up _____
7. Counselling Team _____
7. Programme Committee _____
9. Transport Committee _____

- (e) -----: Adequate and concise publicity measure should be put in place to enhance good attendance. Fliers, posters, and media advertisement could be employed. Other methods of publicity could be use of clown, puppets, parade with children and house visits. Publicity materials should carry information about the place of the meeting, the date, the time, the organisers and contact address and phone number

- (f) **Programme Schedule:** The programme schedule for the daily meetings should be drawn well ahead of time and every one playing one role or the other should be dully informed. The programme may feature things like puppet show, clowns, stories, drama/skits, Christian films, flannel graph stories, songs and Bible messages. In planning the programme, you have to take into consideration the children's interest, the co-operation of parents, the available children workers and the weather. The length of the meeting should be between one and two hours.

Evaluation and follow-up: The members of the various committees that make up the crusade team should meet after the crusade to review and evaluate the activities of the crusade period.



They will examine the gains, the expenses and the losses of the crusade. This will help them to improve on future crusades.

Also arrangement must be put in place to visit, follow up and disciple those that receive Christ during the programme. Members of the counselling team should ensure that good registry is kept with accurate information of children that received Christ.



CHILDREN RALLY

Rally is another outreach programme organised for children. It could be organised as weekend programme, or in the evening during weekdays or during the holidays.

1. To evangelise the child
2. To discover the children's area of gifts
3. To encourage children to invest their talents
4. Provide opportunity for children to minister one to another
5. Provide relevant and conducive atmosphere for children to hear the gospel message.

Children rally, like children crusade, requires proper planning in the area of prayers, publicity, drawing of programmes etc.

FEATURES: Songs, Prayers, Recitation, Drama, Choreography, Puppet show, Games, Clowns, Sword drill, Object lessons, Stories and a sermonette followed by an invitation to receive Christ.

A RALLY

- (a) Fix a date for the rally
- (b) Arrange for a venue. It could be a church premises or a school compound, or any convenient location in the neighbourhood; a residential building big enough to accommodate a sizeable number of children.
- (c) Recruit and train workers to be used for the Rally.
- (d) Publicise the rally using bills, posters, and any other appropriate means. You can also write letters to churches in the area.
- (e) Draw the programme for the rally.
- (f) Mobilise workers to pray for the programme.
- (g) Arrange for the teaching materials to be used and other equipment such as a PA system and a piano.
- (h) Plan for good follow-up



CHILDREN'S HOLIDAY CAMPS

Deut. 6:4 - 7a; Mark 6:31; Luke 9:10b

Introduction

Children Holiday Camp is a time of taking children out of crowded environment to a secluded place to be alone with Jesus. The gathering of these children may be for a day



only or over night camp meeting. It is specially carried out or handled by well-trained children teachers.

The atmosphere is more relaxed and the teacher-child relationship is more cordial.

The aim is ONE i.e.

- O - _____
N - _____
E - _____

It is therefore focused to reach out to the child mentally, emotionally, spiritually and socially.

FOR CHC:

From the above, it is clear that it may not be easy to do the planning overnight. The following serve as the guidelines or considerations.

1. The theme
2. Dates and Days
3. Venue
4. Camp fees
5. Number expected
6. Registration
7. The planning committee
8. Publicity.

PREPARATIONS: This involves a lot viz:

- (a) Declare days of prayer and fasting by all teachers for the programme
- (b) Determine days of grooming teachers
- (c) Let there be a "Code of Conduct" for Teachers and Children, for everyone to know what is expected of him/her during the Camp.
- (d) Plan for video and film show and photograph.
- (e) The entire timetable for the Camp should be drawn
- (f) Paring of teachers to classes, Halls etc. should be done before the Camp period.

AGE LIMIT: It is recommended that this should be between 5 - 13 years for proper and adequate management.

THE SUB-COMMITTEES: Each participating teacher must at least belong to one sub-committee or section viz: Teaching, Medical Transportation, Publicity, Technical, Sanitation, Counselling/Follow-up, Prayer, Registration, Finance, Games and Sports, Decoration/Opening ceremony, Food, Security, Arts & Crafts.

THE OTHER KEY OFFICERS NEEDED ARE:

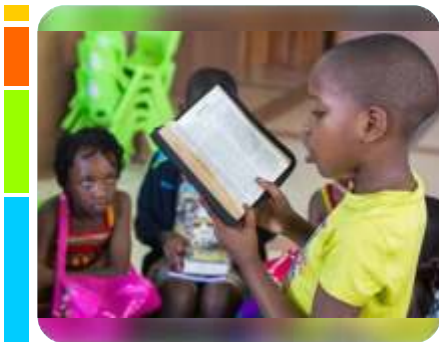
- Camp Commandant
- Programme Director
- Time Keeper
- Song Leader(s)
- Camp Secretary



THE CHC CURRICULUM

This should be in line with the Theme of the Camp. CEM supplies complete CHC packs, the contents are as follow:

1. Bible Lessons
2. Songs
3. Bible Learning activities
4. Memory verse
5. Arts/Crafts/Projects
6. Games and Sports
7. Workbook Activities
8. Mission Lessons
9. Devotions
10. Follow-up
11. Talent and Variety night



HOLIDAY BIBLE SCHOOL

Holiday Bible School is a specially planned and organised bible Class/School designed for children. It runs during the Holidays over a given period and specified time schedule. Bible Club could organise it, church, Sunday school or other related Christian bodies.

Holiday Bible School can be for children between the ages of 5-20 years

- (a) To evangelise the unsaved child.
- (b) To disciple the saved child.
- (c) To guide the child to spend his holiday better.
- (d) To teach the child to be more helpful at home, church and society.

ESSENTIAL NEEDS.

- (a) A very spacious accessible church/school premises.
- (b) Adequate number of teachers/staff.
- (c) Finance and prayer.
- (d) Estimate/Anticipated Environment.
- (e) Theme.

Early planning is necessary for a successful Holiday Bible School. A central planning committee should be set up with a Chairman, Assistant Chairman, General Secretary, Assistant Secretary, Financial Secretary and Treasurer along with others, most of whom are trained teachers. Sub-committees could be appointed and must be very closely monitored by the central committee:

- (1) Craft and Workshop
- (2) Finance
- (3) Registration
- (4) Seminar topics
- (5) Publicity
- (6) Love Feast
- (7) Security.



PICNICS & EXCURSION

The teachers' workshop/grooming should be organised not less than two weeks before the commencement of the Holiday Bible School. Produce nametags, Office and Desks, Toilets and class name tags and direction signs. Make a sign showing opening and closing time to inform parents when to return for their children.

During the programme, provide a First Aid Box, Suggestion Box, Lost and Found ("Mr. WHO") Box, Registration and Inquiry Desk. It is mandatory for all teachers to be on hand to receive children to daily meetings. Daily meeting should start with a general devotion. School time per day should be within 5 - 6 hours.

FEEDING ARRANGEMENTS: Children should come from home with their lunch packs daily. But snacks can be given to them as supplements. This arrangement will help to reduce the cost of running the school.

REGISTRATION: To help in proper planning, pre-registration should be encouraged. As much as possible registration should be free.

The secretary should take records of events. All teachers should keep record of daily attendance. Some of the children could be taken on an excursion (if time permits).

Prepare and paste a big Roster/Programme of events and place on the Notice Board. The last day can be set aside for a love feast.

Indeed, in the present dispensation, a programme like this may be one of the best ways of handling all those various vices experienced, amongst children during their holiday period. The emphasis is still on proper and early planning and prayers.

Picnics are social gathering organised for the purpose of relaxation i.e. getting out of the usual pressure of life, getting to know and making friends with other people. For us as Christians, our picnics must be Christ centred. (Col 3:16 - 17)

In addition we also try to see how we can help one another know the Lord the more and grow in His grace.

CHILDREN

Children love varieties and by their nature cannot pay attention to a prolonged programme. Therefore, picnics for children must include a lot of varieties and fun relevant to their ages. (I Cor 9:19 - 22). The programme should be made very lively. The picnic programme could include the following:

- Bible/Object Lesson/Discussions
- Songs
- Puppet Skits
- Games and variety Time
- Prayers

**FOR A PICNIC**

1. Select a good venue
2. Arrange the lessons, songs and other activities.
3. Appoint leaders for different aspects of the programme.
4. Create time to pray for the programme in advance.
5. Make arrangement for necessary provision.

Excursions are generally pleasure trips/visits but could also serve as good learning tools because children are exposed to new experiences, which might remain as landmarks in their lives.

CHOOSING THE SITE

In choosing the site for excursions, the following questions must be properly answered:

- Why are we visiting the place?
- What can we learn there?
- What does it cost to visit the place?
- How do we get there?
- Is the place safe?

PLACES THAT COULD BE VISITED

- Gardens and parks
- Factories
- Historical Sites
- Zoo/Games Reserve
- Farms Site
- Places of Geographical importance

PREPARING FOR EXCUSION

- (a) Make advance visit/survey of the site.
- (b) Get all the necessary information about the place
- (c) Plan route for the visit
- (d) Arrange for transportation and accommodation
- (e) Ascertain the cost of transportation, boarding, meals and other necessary things.

Give great importance to the safety and welfare of the children while under your care.

It might be necessary to take a roll call of the children periodically to ensure that no child is missing.

FOLLOW-UP

Since it's not just an "ordinary programme", plan for a follow - up to be able to assess the spiritual significance/impact of the exercise on each of the children.



EFFECTIVE BIBLE CLUB MANAGEMENT

Preamble

Having known what a Children Club is and/or means to us as children workers, what is needed here therefore is to see to how it could joyfully continue or be sustained to ensure its effectiveness. In addition, we shall examine how to cope



with it. This will be a more practical way while the above passages simply give some Biblical support on Bible Clubs at homes or on the streets.

DEFINITION

Children Bible Clubs had been described as a Bible class organised for children in their neighbourhood mostly on weekly basis or depending on the convenience of both the teacher and the children. It can take place in sitting rooms, parlours, car parks, under a tree, veranda etc.

FOCUS

It is expected to complement what must have been taught at the Sunday school. On the other hand, it may make the children who never go to Sunday school get to know Christ and be established in Him deeper. Therefore the target is both Christian and non-Christian in the neighbourhood.

STARTING

1. There is need for much prayers
2. Determine a suitable and comfortable accommodation
3. Your publicity of it should be clear and interesting to the parents in order to enable their children attends.
4. Have a personal goal for each year or quarter.
5. Others.

BIBLE CLUB SESSION

1. Opening prayer
2. Session of praise worship.
3. Welcome the first timers (may be with a song).
4. Review last week (or meeting) Bible Lesson or Activities or Memory Verse.
5. Testimonies and Special Numbers.
6. Corporate Prayer time.
7. Bible Lesson and Activities
8. Invitation and Counselling
9. Question time (Children ask and the Teacher does too)
10. Special activities e.g. New songs, Discussions etc.
11. Assignment for the week (Including prayers for the week)
12. Offering and Announcements (e.g. Birthdays, etc)
13. Roll Call and Closing Remarks.
14. Closing Prayer and Dismissal.

GROUPING IN A BIBLE CLUB FOR MINISTERIAL EFFECTIVENESS

1. Prayer Band
2. Drama Group
3. Visitation Group
4. Junior Choir
5. Evangelism Team.

SUGGESTED ----- FOR CHILDREN

1. Object lessons
2. Bible learning activities



3. Miming and Pantomime
4. Quizzes and Puzzles
5. Debate
6. Games, Sports and Competitions
7. Arts, Crafts and Workshop
8. Puppetry
9. Riddles and Jokes.
10. Story Telling
11. Teaching new songs
12. Drama acting, Presentation, Role playing

EFFECTIVE BIBLE CLUB

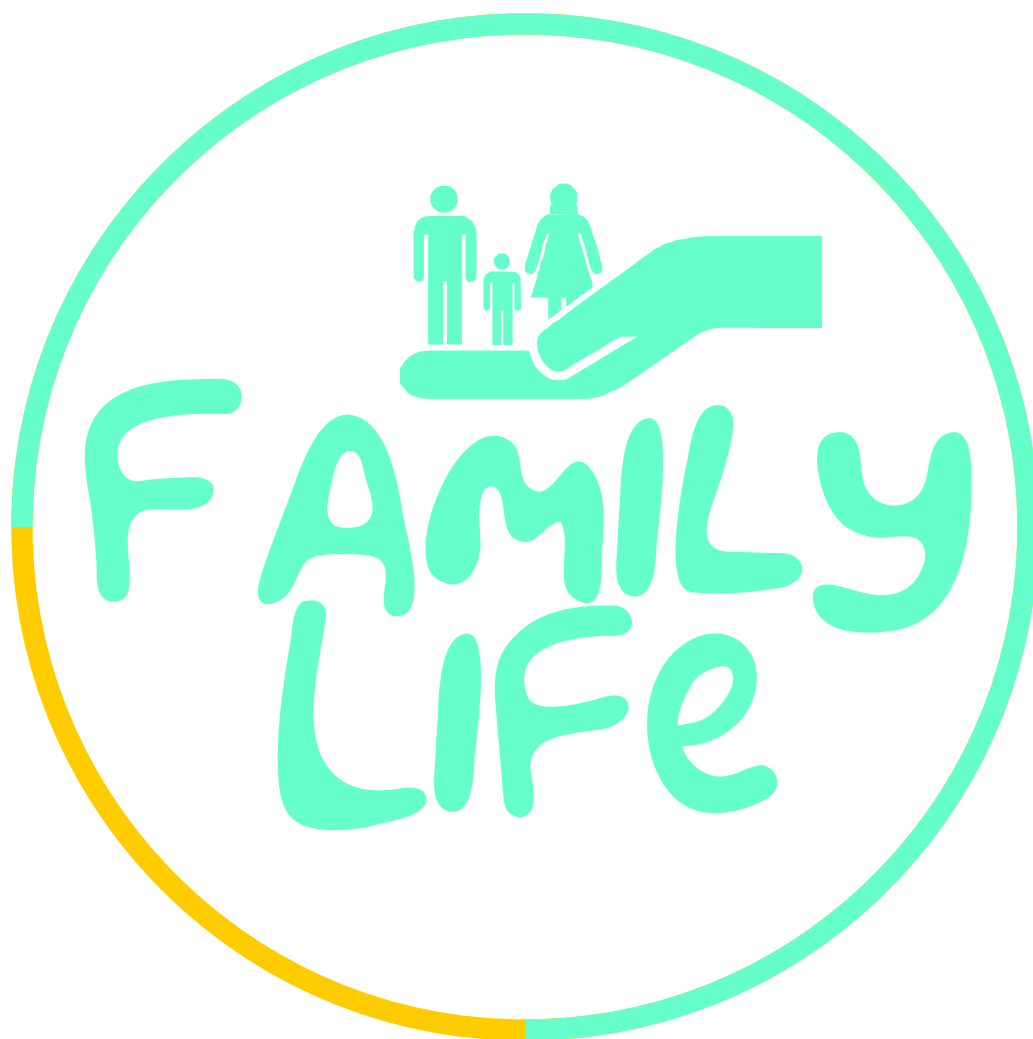
1. Drinking materials - Buckets, Cup etc.
2. Plates and spoons.
3. Chalkboard, Flannel board, Graphs, Chalk, Dusters.
4. Cupboards for Books (Library) and others.
5. Posters for Decoration (if possible).
6. Overhead projector (If possible)
7. Television and Video player
8. Chairs, Table and benches
9. Bibles
10. Workshop materials and instruments
11. Inviting Guest speakers

HINDRANCES TO AN EFFECTIVE BIBLE CLUB

1. Lateness and inconsistently
2. Prayerlessness.
3. Lack of variety.
4. Lack of vision
5. Dull and uninteresting teaching.



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MOTHERHOOD AND CHILD CARE DEVELOPMENT

Definition

Motherhood is the state of being a mother, the qualities or spirit of a mother.

This state starts from the day a woman becomes pregnant, continues throughout the pregnancy and even after the baby is born. Pregnancy is a very important aspect of motherhood because if it fails, motherhood becomes meaningless.

Aim

- To give understanding on what is expected of a Christian mother in the family.
- To discuss God's provision (Physical, Emotional & Spiritual) for effective motherhood
- To discuss the challenges of motherhood.
- To proffer some solutions to the challenges of motherhood

Types of Mothers - Good and evil.

Challenges of motherhood-Gen3:16 Unto the woman he said I will greatly multiply thy sorrow and thy conception; in sorrow thou shalt bring forth children; Reward (Prov 31:28)

God's Way out of the challenges

Child Care & Responsibilities

- Physical - Clothing (1Sam2:19), shelter, food, education. Isa49:15
- Discipline Prov 29:15,17:21,25. Deut 21:18
- Spiritual- teach the word fully, help them to live long-Ex 20:12, Prov 31:1,
- Emotional- listening, comfort (Isa 66:13) love Titus 2:4, release them Mt 10:37, SOS 3:11
- Physical care
- Pregnancy- speak the word
- Breast feeding, weaning
- Immunization & Growth monitoring
- Developmental milestones
- Cleanliness, warmth,
- Avoid self medication
- Prevention better than cure- present promptly for care
- Pregnancy- Preparation & care
- Avoid dangers- make it safe, plan ahead
- Ensure care by trained person at every stage
- Take appropriate Immunization for mothers
- Know the warning signs- bleeding, leg swelling, weight issues, fetal motility, High BP etc
- Take Balanced diet including fruits, & adequate Rest, avoid Harmful Traditional Medications,
- Psychological preparation essential,
- Prepare Safe delivery- Vaginal, assisted or C/S
- Post natal care- Learn from older women Titus2:4
- Family planning





CHILD CARE

Is part of motherhood because it is the responsibility of a mother to make sure that her child remains in good health all the time by caring for him appropriately. When the baby is born another phase of child care begins. All babies need basic care. This includes:

1. Cleanliness.
2. Warmth.
3. Breast-feeding.
4. Eye care.
5. Immunization
6. Growth monitoring

DEVELOPMENT

In addition to the physical needs, the child also has two other needs, which are vital to his or her mental and emotional development.

1. The need for attachment: All children need a close, sensitive and loving relationship with adults who care for them.
2. The need for stimulation: The mind of a child as well as the body needs help to grow. The 3 most important 'foods' for the growth of the mind are language, play and love.

Developmental Mile Stone:

All children acquire mental and physical skill in the same order. But the rate for acquiring these skills varies enormously, so the age given for each milestone in a child's development is only a rough average with a wide range:

1. At 6 weeks a baby may be able to smile.
2. At 9 or 10 weeks he may be able to roll over from a sideways position unto the back.
3. At 3 - 4 he may be able to raise his or her head and shoulders from a face down position.
4. At 6 months he should be able to sit supported
5. At 9 - 10 month he should be able to say simple two-syllable words such as Dad or Mama
6. At 9 months he should be able to move to a sitting position.
7. At 12 months he should understand simple commands
8. At 12 months he should stand supported for a second or two
9. At 18 months he should try to feed himself with a spoon.
10. At 18 months he should be able to work without help.
11. At 18 months he should be able to build a 3 block high tower
12. He should be toilet trained at 2 years
13. He should stay dry during the day at 2 years
14. He should take in simple sentences at 3 years
15. He should get dressed and undressed with help at 3 years.



NUTRITION & FEEDING

Must be appropriate for every stage.

The early infancy is a critical period of growth of a child.

He attains a rapid physical growth as well as functional maturation particularly of the brain.



Therefore he requires a nutrition that will provide adequate calorie for growth and supply the required ingredients for functional maturation.
Breastfeeding for infants, then gradually wean.

Introduction- BREASTFEEDING

Breastfeeding is an ideal way of providing food that will ensure healthy growth and development of all normal infants.

It should be given exclusively for the first 4 - 6 months, and preferably, it should be given for two years especially in developing countries.

WHY BREAST FEED?

Breast milk is a unique nutritional source that cannot adequately be replaced by any other food, including infant formula. Infants are fragile and susceptible to disease, partly because their bodies are not fully developed. They must be treated with special care and given adequate nourishment.

BREAST FEEDING AND THE AFRICAN CULTURE -THE PAST

Before now, breastfeeding was the only culturally acceptable mode of feeding babies in Africa and specifically in Nigeria within the first two years of life.

Breastfeeding is encouraged at any point in time be it, in the open / public or in isolation.

Breast milk is best for human baby, and the benefits of breastfeeding extend well beyond basic nutrition.

In addition to containing all the vitamins and nutrients your baby needs in the first six months of life, breast milk is packed with disease-fighting substances that protect your baby from illness.

Exclusive breastfeeding (meaning no solid food, formula, or water) for at least six months offers the most protection. In the first six months, the baby should be nourished exclusively by breast milk. Doing this reduces the possibility of food contamination due to dirty water, or malnutrition as a result of over-diluted formula.

The perfect match:

quantity of colostrum per feed and the newborn stomach capacity

Size and Shape

BENEFITS to baby

It strengthens the immune system.

Because your breast milk is specifically tailored to your baby. During nursing, you pass antibodies to your child, which help the child resist diseases and help improve the body's response to certain vaccines.

Respiratory illness is far more common among formula-fed children.

It reduces the likelihood of ear infections, prevents recurrent ear infections. Ear infections are a major reason why infants take multiple courses of antibiotics

Diarrheal disease is three to four times more likely to occur in infants fed formula than those fed breast milk.

Breastfeeding reduces the possibility of the baby getting serious infections like meningitis. **The formula fed child is 20 times more likely to die than the breastfed child**

It protects baby from infections from the time they are born, till early childhood. Baby therefore grows up healthier than formula fed baby.

Breastfed babies are better at eating until their hunger is satisfied, leading to healthier eating patterns as they grow.





Babies that are fed formula are more likely to become obese later in life. Obesity is associated with heart disease, stroke, diabetes and other diseases.

Breastfeeding can protect your baby from developing allergies.

Children who are breast-fed longer have fewer tooth problems throughout their lives.

BENEFITS to baby

Breastfeeding may boost your child's intelligence. Babies that are breastfed exclusively for the first 6 months of life, and up till at least 18 months of life were found to be far more intelligent than their counterparts that were not breast fed

Breastfeeding can reduce a child's risk of developing certain childhood cancers

Breastfed children have fewer chances of having behavioural and learning problems

Breastfed children are more likely to grow up into responsible, conscientious and patriotic adults

Benefits to Mummy

Breastfeeding may reduce your risk of breast and ovarian cancer, especially when you nurse for at least one year.

It reduces your stress level and your risk of postpartum depression

It is more comfortable and convenient for you to breastfeed your baby than to go around with a flask, can of baby food, cup and spoon, and other paraphernalia/load!

It is free of charge, and thus saves you money. It allows you use much needed money for other things

Benefits to families

- Less trips to doctors, hospitals
- Less prescriptions
- Less stress
- Less illness
- More bonding between mother and baby
- Inexpensive

Benefits to environment

- Saves resources
- Less waste
- No refrigeration
- No manufacturing
- No bottles, cans
- No trucking
- No handling

How Adequate ?

God has given us 2 breasts for a reason! You therefore can make more than enough milk for your baby. Don't worry. Seat comfortably, preferably on a chair, or against the wall. Hold baby with his head in the crook of your elbow, and his buttocks in the palm of your hand

How- Positioning

Baby entire body should lie ACROSS your abdomen facing you, and not only his head turned to you. You should raise baby to your breast, and NOT bend to offer the breast to baby. Allow baby to nurse at his own pace.





He will usually spend 10-15 mins per breast, and BOTH breasts should be offered to baby during EACH feed.

How Often to Feed

Newborn babies eat every 2 hours, some eat even more frequently. Healthy babies will eat often and put on weight. Sick babies will not demand to be fed often

Better to feed on demand

On demand, unrestricted breastfeeding

Why?

Earlier passage of meconium

Lower maximal weight loss

Breast-milk flow established sooner

Larger volume of milk intake on day 3

Less incidence of jaundice

For successful breastfeeding - Give no artificial teats or pacifiers (also called dummies and soothers) to breastfeeding infants.

Alternatives to artificial teats: cup, spoon, dropper, Syringe, Cup-feeding a baby

Breastfeeding and the working mother

Breast milk stored in a covered cup can remain at room temperature (on a table for instance) for about 4 - 6 hours. If there is electricity for at least 12 hours during that day, and the fridge is not opened frequently, if the milk is put in the freezer of a fridge, it will remain fresh for up to a week, and in the fridge itself, it can remain fresh for 2-3 days.

Whosoever is feeding baby should ensure that their hands are clean, and that the cup and spoon used are clean.

Because of our economic situation, more of our mothers have to work. Unfortunately, the time given for maternity leave is not enough for baby to enjoy 6 months of exclusive breast feeding.

If you work, you can squeeze your breast and store the milk for your baby to drink when you are at work. Baby can be fed the milk with a cup and spoon.

Acceptable medical reasons for supplementation or replacement

Infant conditions:

Infants who cannot be BF but can receive BM include those who are very weak, have sucking difficulties or oral abnormalities or are separated from their mothers.

Infants who may need other nutrition in addition to BM include very low birth weight or preterm infants, infants at risk of hypoglycaemia, or those who are dehydrated or malnourished, when BM alone is not enough.

Infants with galactosemia should not receive BM or the usual BMS. They will need a galactose free formula.

Infants with phenylketonuria may be BF and receive some phenylalanine free formula.

Common problems associated with breastfeeding

Cracked nipples

Not enough milk

Back pain:

All these problems usually occur because the baby and the mother are not properly positioned, so that the baby is grasping on the nipple and not on the part of the breast around the nipple.

Also, the mother is not seated properly, neither is she holding the baby properly



**Support can include:****Immunization Schedule**

Age 0 = BCG, OPV 0, Hepatitis 1

6 weeks, 10 weeks & 14 weeks = OPV1 + pentavalent (DPT, Hepatitis, Haemo influenza

9 months = Measles yellow fever vitamin A

Pneumonia & Meningitis

Rubella, HPV (against cervical Cancer) - not yet regular



UNDERSTANDING, NURTURE AND SOCIALIZATION

Nurture:- If you nurture a child you care for him while he grows. Nurture also has to do with the environment in which the child grows. It is all about things around us. Who a child is cannot be divorced from the environment in which he is growing.

Socialization:- The act of learning to behave in a way that is acceptable in the society. It's all about culturally acceptable behaviour.

However, for us as Christians helping the child to socialize goes beyond societal or cultural expectation. It's basically what the Bible teaches us about our relationship with others and the conviction we have from the Bible about our faith and our persons.

So there is an intrinsic value that guides what we do and how we relate. However a child who is properly nurtured in an atmosphere of godliness and love will never be a social misfit Lk 2:52

Starting Point

Are we socially balance ourselves? Let's look at Jesus. Pattern after Jesus and then we are ready to help the child. Let us not produce children who will be spiritual giant, but social dwarf.

How do we nurture the child toward proper socialization?

- " Have a teachable spirit
- " Teach self-acceptance. He who cannot accept himself will forever look for an identity.
- " Constantly point the child to the example of Jesus.
- " Prayerfully create opportunity for children to meet and relate properly with others. Don't be too possessive.
- " Teach sex education. Teach peculiarity of their sex. Point them towards wholesome relationship with the opposite sex.
- " Inculcate social etiquette and behavioural ethics. Inculcate intrinsic value and live it i.e dignity of Labour, Integrity, truthfulness, fulfilling promise, taking responsibility for ones behaviour. Being responsible.
- " Respect for human life, people of other faith, elders and people in authority.
- " Teach proper use of money.
- " Teach stewardship of life. Good relationship is more important than accumulation of wealth.
- " Apply P.U.S.H (Pray Until Something Happiness) when the child is not measuring up.



PRACTICAL WAYS OF HELPING YOUR CHILD'S INTELLECTUAL DEVELOPMENT

Understand what the job is, get a proper job description, have a relaxed mind towards your child's development and trust them into God's hands.

Know that you are not necessarily training the child to be a philosopher, scholar or theologian but you want him to mature and grow in the way he thinks to the point that this will eventually affect his behaviour and general outlook to life.

Intellect: ability to think and to understand ideas and information.

Intellectual:- involving a person's ability to think and to understand ideas and information being intelligent and clever.

Development:- growth or formation of something over a period of time process or result of improving in a basic design.

Intellectual development therefore is the growth of a child's ability to think and to understand ideas and information.

A truly intelligent child then is not necessarily the child with highest grade.

According to Garduer's findings **everyone can develop a reasonable use of all seven telligent but each person often shows in two or three.**

1. Linguistic:- verbal ability, writing, reading, speaking, debating.
2. Logical mathematical: Good with number pattern. Philosopher and scientist.
3. Spiral:- Ability to think in vivid mental picture such as drafting, architectural designs.
4. Musical:- natural rhythm details about music.
5. Bodily Kinaesthetic:- ability in bodily movement of physical acting: using hands skilfully. Actors, actress, artists, surgeons, coaches, actresses.
6. Interpersonal: Gift of understanding approving and getting along with others not usually measured in the traditional academic setting. Sociologist and Psychologists.
7. Intrapersonal: Gift of understanding ourselves, positive self-concept. Do not rely on other's opinion to determine their life goals and aspiration.

Before you can help ask what is the need

What are the basic needs of the child? What is his strength?

A problem discovered is a problem half solved. Having recognized the need of the child.

1. Be available and willing. Love for children is spelt TIME.
2. Develop a unique way of commendation especially when they are becoming adolescent. Insist on fundamental values. Be flexible. Let your words have meaning. Help the child to understand concepts and ideas.
3. Understand the basic laws of teaching and learning.
 - Law of readiness: interest to learn.
 - Law of effect: Like to repeat what was learnt and enjoyed learning.
 - Law of expression - Learning by doing. Embedded in this is the teaching and learning styles. The most significant teaching method should be creativity on the part of the teacher that has the ability to vary his teaching style to suit his audience.
 - a) Auditory - Learning by listening to verbal instruction.



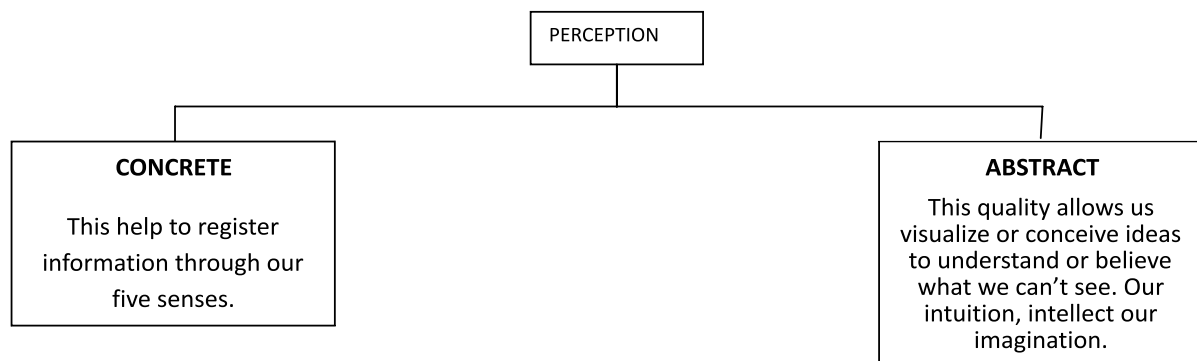
- b) Visual: - Learning by seeing and watching.
 - c) Kinaesthetic: - Being physically involved.
4. Be willing to invest not only your time but resources to help the child development. Give a good learning materials for him. Introduce him to the world of books very early. Let him read motivational books, not just story books.
Malene D. Lefever says, "A child's reading ability will correspond to his thinking and talking ability". A home with young children should be saturated with reading materials, filled with exciting pictures that tempt the child to discover the words that explain him. As Christian parents, your child should not only read but also read the right thing. As the child interest grows so should the depth of the books he is reading. Be an example, enter into their world.
 5. Be personally committed to the child be consistent don't be sporadic. Express your love and concern. Don't assume the child knows, expressed it and affirm it.
 6. Create a thirst for knowledge and adventure. Give the gift of surprises. Celebrate life John 10:10. Make life meaningful.
 7. Consciously plan excursion, visit. Encourage him to appreciate nature.
 8. Give the gift of motivation. Don't give up on the child. Wrap up the package properly with prayers.

Each child has a bent and is unique with his or her natural strength and preferences. These bents are called learning style.

GREGORC MODEL OF LEARNING STYLES.

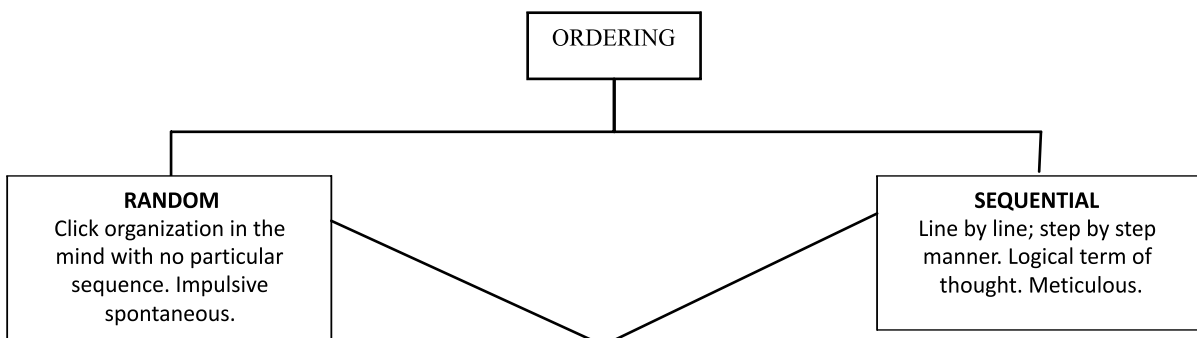
DR. ANTONY F. GREGORC

The way in which we view the world is called our PERCEPTION



The way we use the information we perceive is called ORDERING.

RANDOM and SEQUENTIAL



**Combination**

These learning styles are combinable into four groups. They are tabulated below:

CONCRETE SEQUENTIAL [CS]	ABSTRACT SEQUENTIAL [AS]	CONCRETE RANDOM [CR]	ABSTRACT RANDOM [AR]
HARDWORKING CONVENTIONAL ACCURATE STABLE DEPENDABLE CONSISTENT FACTUAL ORGANIZED	ANALYTIC OBJECTIVE KNOWLEDGEABLE THOROUGH STRUCTURED LOGICAL DELIBRATE SYSTEMATIC	QUICK INTUITIVE CURIOS REALISTIC CREATIVE IMMOVATIVE INSTINCTIVE ADVENTITIOUS	SENSITIVE COMPASSIONATE PERCEPTIVE IMAGINATIVE IDEALISTIC SENTIMENTAL SPONTANEOUS FLEXIBLE

Walter Barbe Raymond Swassing Model considers these factors in creating good learning environment for the child:-

1. Intake - Nutritional Intake
2. Light - Brightness or softer illumination
3. Design - Room setting
4. Temperature

Find out your child remembering modalities:

- a. Auditory - [hearing]. Do you talk through your thought process?
- b. Visual - [seeing]. Trying to picture in your mind.
- c. Kinesthetic - [moving]. Ability to keep moving in order to focus.

Howard Gardner's Research uncovers at least 7 different intelligences even though they can't be measured by standard IQ test.



HOW TO MINISTER GOD'S WORD TO BABIES

We now know that we need to have a vision for our children and we need to begin to minister God's Word to them at an early age, and as early as one day old, and we shall see greater thing than before.

As Haggai 2:9 says; "the glory of the latter house will be greater than the former."

CAN BABIES BE TAUGHT GOD'S WORD

- Is it possible for babies who do not understand any sign or verbal language be taught God's Word?
- At what age can a child be taught God's Word?
- How much can he retain?
- What is the proof that he understands what he hears?
- Does it work?



SCRIPTURAL BASIC FOR MINISTERING TO BABIES

The principle is based on the age of the spirit in man, whether a child or an adult. Man is made alive by the spirit of God.

Babies are also breath into by God. They have the spirit of God and God can minister to the spirit of a child just as to the adult and any age or level. Since we receive and perceive the thing of God by our spirit not by age or like that or experience.

1 Corinthians 2:11b says; no one knows the things of God except by the Spirit of God.

- The thing of God are spiritually discerned- 1 Corinthians. 2:14.
- The Spirit bear witness - Romans. 8:14.

EVIDENCE OF MINISTERING TO BABIES

MOSES:- His parents were people of faith. They believed that their child, though born at a time of national distress, was a good and fine child so they hid him for three month -Ex 2: 2b. She had a special plan for him and so he could not be killed, so she was waiting on God for a solution since she could not hide him for so long. As she was waiting on God she was not idle crying or despairing. She was passing vital information to that little baby either at bathing time of feeding time. She taught him from birth.

DAVID:- He was a unique child, and God said of him in:

- Psalm 89:20-21. I have found David my servant.
- Acts 13: 22; I have found a man after my own hearts.

He was different because he was taught to trust God when still sucking - Ps 22:9-10.

David said in - Psalm 71:5-6 read;

He has such a unique love for God, even when he fell into sin, his repentance was complete and sincere.

WHO CAN MINISTER AND WHERE:-

The person to minister must be a child of God who is living in obedience to God's Word, born again child of God. It can be done at home, in a church, or baby nursery setting.

THE GOAL OF BABY MINISTRY

The goal is for the baby to see himself the way God sees him. This will produce in him a stable self concept through knowing;

- (1) Who he/she is: Psalm 139:17, precious.
- (2) What he/she is: Genesis 1:26-27, made in God's image.
- (3) Why he/she is; Rev 4:11, to give pleasure or service to God.

HOW TO ACHIEVE THE GOAL

It can be achieved both by verbal and non-verbal communication.

- (1) **Non-verbal:-** by touch, embracing, smiles.
- (2) **Verbal:-** Speaking the word of God in child's hearing as he focuses or gives his attention to you.

KEY TO EFFECTIVE TEACHING

- (1) CONSISTENCY
- (2) SIMPLICITY
- (3) REPETITION
- (4) PATIENCE
- (5) WARMTH





(6) SETTING

(7) TIME

THE DIFFERENT STAGES:

1. Infants, one day to six weeks.
2. Six weeks to three months.
3. Three months to seven months.
4. Seven months to two and a half years.
5. Toddlers, two and a half years and above.

IN CONCLUSION:- Baby ministry work as Moses and David's lives proved. Therefore it must not be seen as an option, but should be seen as what it is, another weapon revealed to the church in building God's Kingdom and pulling down the devil's strongholds. The teacher (programme) is both for mothers and fathers not only mother or aunties.



HOW TO PROMOTE CHILD EVANGELISM

What you are like:

1. You are a promoter. What you are promoting is the vision of child Evangelism.

Your goal;

- Is to make the vision appealing to your listeners in such a way they will desire it.
2. Is also to raise more laborers in the vision.
 3. Is to raise supporters for the work.
 4. Is to enlighten the church and parents about their responsibilities towards the child.
 5. Is to create awareness among children about the plight of today's child.
2. Sales man
 - Know your product
 - Believe the vision
 - Be enthusiastic about it
 - Be passionate about it
 - Don't be intimidated
 - Your appearance matters
 - Get and use the right materials
 - Vary your approach according to time limit and audience
 - Be time conscious
 - Be prayerful
 - Depend on the Holy Spirit
 - Practice your presentation
 - Always review your presentation
 - Don't forget to drop your contact address and phone number.

Your target audience

1. Churches - church council, entire congregation



2. Fellowships - FGBMFI, Campus fellowships, Fellowship of Christian nurses.
3. Groups in churches - women, men, youth etc.
4. Ministries / Para-church organization - mission orientation organizations
5. Christian bodies - CAN, PFN, ETC.

Methods:

1. Bible Text - e.g Ps. 78: 1-8, Lam.. 4:3-4; Prov.22:6; Mat. 19: 13-14; Judges 2:9,11; Ex. 2:9; 10:9. Etc.
2. Objects - e.g Tree.
3. Newspaper cutting - that talks about societal evil
4. Video clips
5. Illustration - Paper illustration.
6. Songs - e.g. Untold millions, Urgency, Now is the time etc.
7. Drama - could be acted by children.
8. Pictures - e.g. Stop the famine or Picture of the suffering children of the world, war torn areas, etc.
9. Stories - e.g Mashaki; The diligent hospital worker

Mashaki

Mashaki hailed from a village where rain was a challenge. Whenever it rains, the whole activities in the village became entirely paralysed. No one could move around or do anything. One day Mashaki decided to go to a nearby city in search of solution to this problem. Hurriedly, Mashaki bought an umbrella and rushed back to his village. He announced to everyone that he has found the solution to the problem. When it started raining, everyone came out to see what Mashaki would do. He came into the rain holding the umbrella in his hands. He was seriously wet and the people mocked him. The next day he was back in the city in annoyance. "Take your umbrella and give me my money. You deceived me". "What did you do?" "I carried the umbrella", he replied. "No, you supposed to put it on your head".

He went back to the village and called the people together again. When it rains, Mashaki simply put the umbrella on his head and walked in the rain. Of course, he was soaked. He went to the city again the following day to complain. You asked me to put it on my head and that was exactly what I did'. 'Sorry, i should have told you to open it first. Come and let me show you'. The man then showed Mashaki the button to press that will open the umbrella and how he would position it on his head.

In the same way, it is not everybody that loves to teach children knows what to do. If you attend our basic course training, you will be shown/taught how to evangelize and communicate with the child.

The Diligent Hospital worker

A story was told of a particular hospital, in a particular ward at a particular time. For a period of time the hospital was losing lives each day, Between 4.30am and 5.30am in the intensive care unit babies were dying every day. It became a concern to all the rank and file of the hospital management. Several helps were sought to stop the evil including deliverance prayers by anointed deliverance ministers but this did not help matters. The matter soon became a headline News. A concerned individual decided to keep a vigil to find out the root of the problem, He said, "This is the second week, we have registered the 10th death from this same ward". At exactly 4.30am a newly employed, zealous cleaner who loves to clean up her assigned duty post before the day breaks walked into the ward, picked her sweeping machine, walked to



the wall, unplug the socket of one of the incubating machine of the children's ward and plug her machine to the socket and start her cleaning. This has been her routine in the past nine days since the zealous and dutiful cleaner was employed. The child in the incubation contrasts and dies within minutes. This happened because this staff was employed and posted without proper orientation. This and the likes are woes and havoc that could be caused by untrained men/workers.

Candle Poem

The Story of Four Candles

Just see how short this candles is, the candle I am holding . it represents a man who found the Lord when he was old,. And though his light is shining now and bright beyond a doubt he hasn't much to give because his light will soon be out.

This candle that I have will burn much longer than the other.

I love its glowing light, don't you?

It represent s a mother who found the Lord in middle age: her children were all grown If only she had known the Lord when they were still at home

This candle is a longer one. It represents a youth, who gave his heart to God and walks the path of right and truth.

His light can shine out ling and bright with many trophies wan, with more to give because he found the Lord when he was young

This candle is the longest one I'm sure you'll like it best. Because you know 'twill shed its light much longer than the rest. It represents a little child who heard the call and come. With many years to serve the Lord and shine in Jesus name. (Author Unknown)

