

# Children's Ministry Training Videos

By Steve Alley

## Rationale

Every children's ministry (CM) includes some sort of initial orientation and training for its CM team members. Typically, those who have served on the CM team for many months or years are somewhat "neglected" by not offering those "veterans" an on-going training process.

The use of short video training segments can enhance the ministry safety and effectiveness. These video training segments can serve as training "refreshers" for the entire team. They can be offered for access via the church website, or the CM website. They might also be viewed during all-team meetings. Video training programs will benefit the CM by providing:

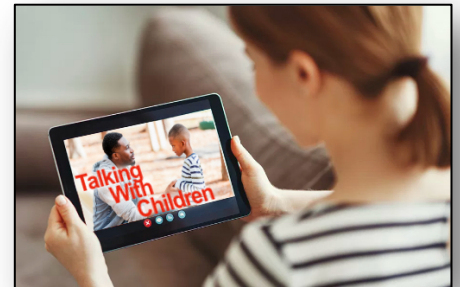


1. Unified, standardized, consistent CM training across all church sites (if a church is a multi-site church).
2. Year-long training "refreshers," rather than training only during rotations. This will produce more consistency within the CM teams and create unity regarding policies and procedures.
3. Specific, targeted reinforcement for individual team members who need support in certain policy or procedural areas.
4. Enhancement to the initial training for new team members. This wouldn't replace the personal contact at initial meetings, but it would reduce the need to "cover it all" in one training.
5. A documented record of CM team member training. The video segments would be offered online with electronic records of who signed in to view the video, and how long they viewed it.
6. A rapid avenue of change if a change in policy or procedure is required. The change would be made, updated videos would be created, and CM team members would be required to view the new updated videos.

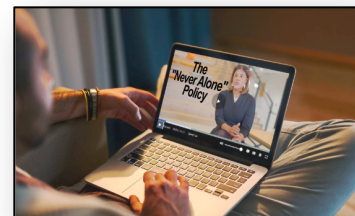
## Individual Training Segments

Each numbered segment is an individual video. Each "segment" is less than 10 minutes in length. The segments are grouped into larger "Training Blocks" for the sake of organization. The "blocks" are listed below the segments, with the corresponding segments listed as well.

1. **Segment 1 – Church or CM Ministry Vision** – *an overview of the unified vision and the application of that vision within the CM.*
  - a. Understanding the vision (past and present)
  - b. Applying the vision to the CM
2. **Segment 2 – The Balance Between Biblical Teaching And Safety** – *understanding what parents want and expect from the CM.*
  - a. Understanding today's fearful and litigious society, and the impact on CM.
  - b. Understanding the parents' primary desire for safety, while still expecting the CM to teach Biblical truth to their children.



3. **Segment 3 – A “Healthy” Children’s Ministry** – *understanding what makes a CM “healthy” and blessed by God.*
  - a. Spiritually growing CM team members with a passion for the Lord, the Church, and a deep love for children and their parents.
  - b. A consistent “climate” of safety, happiness, fun, Biblical strength, and humility in the hallways and in the classrooms.
  - c. A focus on individuals (children and parents) in every aspect of the ministry, rather than a “corporate” or “processed” perspective.
  - d. Positive, supportive communication within the CM team, and to the parents and children. Being careful “how” things are said, and to whom.
4. **Segment 4 – Using And Respecting The Authority Structure** – *an overview of the “chain of command,” within the CM, and how to positively respect and use that structure.*
  - a. The Biblical principle of speaking directly to the person to whom you have an “ought” (Mt. 18: 15), or who has an “ought” against you (Mt. 5: 23).
  - b. The correct way to “complain” or make suggestions for changes. How to communicate with your supervising lead teacher, or to your coordinator.
  - c. Discerning when to speak and when not to speak.
5. **Segment 5 – The “Never Alone” Policy** – *an overview of the policy and how it affects our presence:*
  - a. In the classroom – At least 2 CM team members in each room at all times. What happens when a team member doesn’t show up? How to use youth volunteers. Adult/child ratios. What to do when a team member needs to leave the room, etc.
  - b. In the hallways or restrooms – who can take a child to the restroom, how to be “safe” in the restroom, the role of youth volunteers, talking with a child outside the room in the hallway, letting children get drinks in the hallway.
6. **Segment 6 – Securing The Ministry Environment** – *an overview of the steps we take to protect the children:*
  - a. A detailed overview of the check-in / check-out process.
  - b. Securing the classrooms – only cleared team members in the classroom, how to permit parents to visit the room, what to do with an unwanted visitor in the room.
7. **Segment 7 – Appropriate Touching** – *an overview of the appropriate ways to touch a child:*
  - a. Casual greetings, supportive touching – how to use the power of touch to encourage or to show support or kindness.
  - b. During discipline or correction – how to touch a child while disciplining him/her, how to avoid touching while angry or threatened, how to protect the other children without touching inappropriately.
  - c. Restrictions on lap sitting – clear cautions regarding letting children sit on male team members’ laps.
  - d. Restrictions on diaper changing – overview of the restrictions on changing diapers by male team members.



8. **Segment 8 – Child Discipline** – *an overview of the policies and procedures related to disciplining children:*

- a. Establishing your authority
- b. Reviewing classroom rules / expectations
- c. Presenting clear expectations or directions
- d. Reinforcing, repeating directions
- e. Positive reinforcement
- f. Redirection / giving choices
- g. Correcting wrong behavior – without belittling
- h. “Passing off” to another team member when angry
- i. Use of “time out” – isolation, separation within classroom
- j. Partnering with parents for support
- k. Protection of other children
- l. Support from outside the classroom (CM leadership or hallway personnel)
- m. The last resort – texting, paging, or calling parents

9. **Segment 9 – Classroom Management** – *an overview of the techniques used in creating a controlled, positive learning environment*

- a. Controlling the environment from the beginning
- b. Establishing your position as teacher
- c. The dangerous use of “free play”
- d. Establishing a class schedule
- e. The use of positive reinforcement
- f. Showing respect for children without decreasing your control
- g. Dealing with surprises or disruptions



10. **Segment 10 – Sick Children** – *an overview of how to deal with sick children*

- a. At check-in
- b. If discovered after check-in

11. **Segment 11 – Anti-harassment** – *an overview of the anti-harassment policy*

12. **Segment 12 – Accidents / Injuries** – *an overview of how to handle minor accidents and major injuries*

- a. Minor accidents / injuries – bumps, bruises, scratches, soiled underwear or pants, etc.
- b. Major accidents / injuries – deep cuts, broken limbs or fingers, seizures, passing out, vomiting, injury to eyes
- c. Blood and bodily fluids – how to protect yourself and others when dealing with blood and bodily fluids

13. **Segment 13 – Emergencies** – *an overview of how to deal with both “minor” and “major” emergencies*

- a. Angry parent
- b. Fight in classroom
- c. A missing child
- d. Seizure or unconscious child
- e. Extreme allergic reaction
- f. Fire
- g. Lost child

- h. Earthquake
- i. A threatening intruder
- j. A shooter in the classroom or hallway
- k. Electrical outage

**14. Segment 14 – Cleaning, Disinfecting, Tidying After Each Service** – *an overview of what to do after your service has ended*

- a. Clean / disinfect surfaces and toys
- b. Tidy room – put away supplies, extra curriculum items, clear counters, return room to original arrangement, etc.
- c. If final service – what to do if you serve at the final service on Sunday, or during a midweek service.



**15. Segment 15 – Refreshments / Snacks** – *an overview of the policies regarding offering refreshments or snacks in the classroom*

- a. The ages/grades for which snacks are provided
- b. Sugary snacks
- c. “Home-made” snacks – either brought in by a team member, or a parent
- d. Dealing with allergies

**16. Segment 16 – Showing Video Clips Or Movies In Your Class** – *an overview of the correct procedures for showing a video clip or movie as part of your class session.*

- a. Already approved or provided video clip or movie – a video clip or movie given to you by the Children’s Ministry, or part of the approved curriculum.
- b. A video clip or movie you found and wish to show in class

**17. Segment 17 – Taking Your Class Outside** – *an overview of the process for taking your class outside the classroom.*

- a. During scheduled outside activities
- b. If not pre-scheduled (communicating with leadership, considering safety, adult/child ratios, time limits, locations, etc.)

**18. Segment 18 – Supporting / Communicating With Parents** – *an overview of the policies and procedures regarding supporting and communicating with parents.*

- a. The biblical foundation (Deut. 6: 4-9)
- b. The CM’s vision for supporting parents
- c. Understanding the parents’ needs, interests, fears, expectations
- d. Communicating with parents at the classroom door (during check-in / check-out)
- e. Communicating with parents in the hallways
- f. Communicating with parents during the week
- g. Appropriate and inappropriate terminology



**19. Segment 19 – Mentoring New Team Members** – *an overview of each team member’s responsibility to support and nurture new team members.*

- a. Remember when you were “new”
- b. Encouraging, directing, empowering in progressive steps
- c. The power of kindness



**20. Segment 20 – Leading Children To Jesus** – *an overview of the policy and procedures for leading children to the Lord within the CM.*

- a. The biblical priority of Deut. 6: 4-9 (the parents' responsibility and spiritual position)
- b. Being "light" and "salt" in respect of Deut. 6: 4-9
- c. When a child has a significant spiritual question
- d. When a child makes an interesting spiritual comment
- e. Challenging children to accept Jesus in the classroom
- f. How to pray with a child to accept Jesus
- g. How to involve the parents in the process of leading a child to Jesus
- h. The process of "follow-up"



**21. Segment 21 – Using The Provided Curriculum** – *an overview of how to use the provided curriculum, while still being creative, personal, or open to the Holy Spirit's leading.*

- a. The purpose of a purchased curriculum (a trusted "scope and sequence," Biblical boundaries, an approved foundation)
- b. Working with the curriculum (preparation, becoming familiar with it before the class)
- c. Requesting additional supplies beforehand
- d. Enhancing the curriculum with your own ideas ("white rice" may need "sauce")
- e. Changing or "stepping away" from the curriculum (getting permission from your leaders)
- f. Critiquing the curriculum (communicating with your leaders)

**22. Segment 22 – How To Teach A Life-changing Lesson** – *an overview of the techniques of making a lesson "life-changing."*

- a. Understand the objective.
- b. Become familiar with the scriptural / spiritual message.
- c. Understand your children (their characteristics, needs, interests, Fears, etc.).
- d. Does the curriculum need to be "enhanced"?
- e. Capture the children's attention or interest in the lesson.
- f. "Play with" the lesson – how to have fun!
- g. "Explore" the lesson – "what if" questions.
- h. Use "guided conversation" techniques to direct children's thoughts or activities.
- i. Listening to the children and to the Lord as you teach – making adjustments as needed
- j. Redirect innocent or "childlike" questions toward lesson focus.
- k. Let the children enjoy "personalizing" the lesson (crafts, activities, challenges, etc.).
- l. Let the "application" of the lesson permeate into all parts of the lesson.
- m. When possible, add personal comments about your own application of the lesson.



**23. Segment 23 – Texting While In Class** – *an overview of the limitations of texting or viewing your personal electronic devices while the children are in the room with you.*

**24. Segment 24 – Photographing / Filming Children** – *an overview of the policy/procedures for photographing or filming children.*

- a. The foundational concerns and issues (protection/safety of children, parents, and team members)
- b. Parent permission (forms, signatures, limited use)
- c. Communicating with the CM leadership
- d. The dangers of capturing faces
- e. The dangers of posting images on social media sites
- f. Posting images of children in the classroom



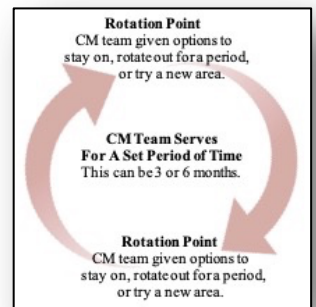
**25. Segment 25 – The Characteristics of Children** – *an overview of the general characteristics, needs, interests, and mental/spiritual capabilities of children by age and/or by grade level.*

- a. Nursery (birth to 2 years)
- b. 2-year-olds
- c. 3-year-olds
- d. 4-year-olds
- e. 5-year-olds / Kindergarten
- f. First graders
- g. Second graders
- h. Third graders
- i. Fourth graders
- j. Fifth graders

**26. Segment 26 – Acquiring A Substitute** – *an overview of the process for acquiring a substitute*

**27. Segment 27 – The Rotation Plan** – *an overview of the Rotation Plan*

- a. The foundation for the plan (rest, restoration, rejuvenation)
- b. The options during rotation (substitute, “floater,” or completely “off”)
- c. Changing age group or grade after rotation
- d. Opting out of the rotation for one cycle only



**Training Blocks**

*The above list of segments could be grouped according to larger “blocks” of training emphasis. These “blocks” would be helpful for organization, or for display to the team.*

**1. Block 1 – An Overview of The CM** (introductory segments)

- a. Segment #1
- b. Segment #2
- c. Segment #3

**2. Getting To Know The Children**

- a. Segment #25 (multiple segments)

**3. Being Effective In Your Classroom**

- a. Segment #9
- b. Segment #16
- c. Segment #17
- d. Segment #21
- e. Segment #22

**4. Working With Those Team Members Above You, Beside You, And Under You**

- a. Segment #4
- b. Segment #11
- c. Segment #19

**5. Dealing With Surprises** (emergencies, injuries, etc.)

- a. Segment #12
- b. Segment #13

**6. Working With Parents** (communicating, supporting, empowering)

- a. Segment #18
- b. Segment #15

**7. Protecting The Children, Yourself, The Parents, and The Church**

- a. Segment #5
- b. Segment #6
- c. Segment #7
- d. Segment #8
- e. Segment #10
- f. Segment #14
- g. Segment #24

**8. Caring For Your Own Needs**

- a. Segment #23
- b. Segment #26
- c. Segment #27

**9. Leading A Child To Jesus**

- a. Segment #20