

Ministering To A Child – A 5-Step Process

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Welcome To The 5G Network!

The Future is 5G – Transform The Way You Interact Now!

After joining the **5G** network, you'll experience less latency with more throughput, connection density, spectrum efficiency, traffic capacity, and network efficiency. This translates to

Fewer Dropped Lessons

Consistent interest in the information being transmitted, with less need for technical assistance, or re-transmitting the data.

Broad Spectrum Efficiency

Your information will reach across all age spectrums more efficiently, producing a more receptive receiver.

Consistent Data Retention

Your data will be protected and utilized for years to come. There will be less need to resend the data or rebuild the system.

Explanation of Terms:

1. "The Cloud" – God's Holy Spirit, His indwelling inspiration and power.
2. "Network" – All those who carry out the "Great Co-mission" with Jesus.
3. "Cell Tower" – The local church.
4. "Phone" – The CM team member who "sends out," or "streams" the Gospel message.
5. "Apps" – The tools a CM team member uses to inspire and lead children to Jesus.
6. "End Users" – The children in our classes.

Today's "End Users" (the children)

Today's children haven't changed much over the years! They are STILL:

- Innocent (*although that innocence disappears sooner than ever*)
- Fun-loving (*they want to laugh and play more because their lives are more stressful*)
- Curious (*today's technology hasn't reduced this*)
- Idealistic (*they still expect "right" to prevail over "wrong"*)
- Easily motivated to give their lives to Jesus! (*they still ask, "Why not?"*)

What seems to be changing is:

- Their attention span (*they will watch a TV program or video if it interests them*)
- Their willingness to "wait" for anything (*they expect things to happen quickly*)
- Their ability to communicate (*electronics have reduced their ability to verbalize and write*)
- Their ability to "problem solve" (*fewer children have "grit" and attack a problem*)

"...a person with true grit follows through, works hard at their goals to achieve them and is someone who you want to have around—either in school as a friend or as a coworker."

What Does It Mean To Have 'Grit'?

Beverly Przystas

Michigan State University

Using The Apps In The 5G Network – Making The Gospel Interesting And Valuable

The 5G Apps

Today's children are less exposed to Bible knowledge than ever before. They don't automatically know what God says in His Gospel message. We have to connect with their world, be examples of godly people, attract them to God, and let them "see" His love. The 5G Apps will help you do that!

5G = 5 ways to get the Gospel **"G"** into the hearts, minds, and lives of the children.



APPetite
(Attraction)



APPlause
(Participation)



APProach
(Confrontation)



APProve
(Salvation)



APPlly
(Discipleship)

1. **APPetite** (Attraction)



- a. Children must be drawn into the environment or lesson with something that interests them.
- b. Use what they know to attract them to what they don't know.
- c. A balance between attraction and substance = a fun yet meaningful experience!
- d. The **"drive home test"** – If the kids can express what they learned to their parents, you've passed the test.
- e. Pictures of the kids on wall makes them feel "at home."
- f. Personal connection with the kids as they enter the room (in the hallway?).
- g. Affirm each child, give him/her value.
- h. See ideas for using this APP on pages 4, 5, 6-10, 12.

2. **APPlause** (Participation)



- a. Once the children are attracted, they must be involved somehow. They can't just observe others' involvement.
- b. Children learn best by doing, not just hearing or seeing.
- c. "Participation" does NOT mean simply answering questions, while staying in their seats! They must get up and move!
- d. "Participation" should produce a mess!
- e. "Participation" should engage all kids, in pairs or individually!
- f. See ideas for using this APP on pages 4, 5, 6-10, 12.

3. **APProach** (Confrontation)



- a. Once the children are participating, we must personally approach them to challenge them to think and consider personal growth.
- b. Bible knowledge must be combined with a challenge for personal application, or it is forgotten.
- c. To "Approach" a child can be a simple question, *"How will you treat that person who bothers you at school tomorrow?"* or asking him/her to create a list of personal things to pray about.
- d. The "Approach" becomes the purpose for the lesson!



- e. **Remember, “Sow, What?”**
- f. Be ready for “teachable moments” – “surprise” comments or actions that you can use to “approach” a child or the entire class. Jesus was a master at this!
- g. See ideas for using this APP on pages 6-10, 11, 12.

4. **APProve** (Salvation)



- a. After the children are approached with God’s love and His standards, we must invite them to become Christians if they aren’t already.
- b. Don’t assume that all children are “believers.”
- c. **Remember**, children represent the 4 kinds of “soil” in the Parable of The Sower.
 - i. “Roadside” soil – the child who doesn’t understand the Gospel message.
 - ii. “Rocky” soil – the child whose life is filled with troubles.
 - iii. “Thorny” soil – the child who is distracted by “the things of the world.”
 - iv. “Good” soil – the child who accepts Jesus and passionately follows Him.
- d. Be “salty” in your classroom, and create a “thirst” for Jesus! *“You are the salt of the earth...” (Mt. 5:13)*
- e. Work with your ministry supervisors to challenge/invite children to accept Jesus according to the church and ministry guidelines.
- f. Always involve the parents, when possible.
- g. Kids may want to “accept Jesus” more than once. Check with your ministry leaders regarding how to deal with that.
- h. See ideas for using this APP on pages 11, 12.

5. **APPly** (Discipleship)



- a. Once the children are approached, and respond to God’s salvation, we need to lead them to deeper levels of character development and intimacy with God through mentors and service to others.
- b. Every lesson should provide a specific challenge for application TODAY or tomorrow! *“When you are in the car on your way home...”* or *“Tomorrow in school...”*
- c. Challenge the kids to read the Bible, pray, and make sure their friends encourage them to make godly choices.
- d. If the curriculum doesn’t include this, add it!
- e. All of the “soils” represented by the children in your class deserve your attention:
 - i. “Roadside” soil – take time to answer his/her questions, and use “kid language.”
 - ii. “Rocky” soil – listen to, and understand his/her troubles; tell him/her about Jesus’ hope and help.
 - iii. “Thorny” soil – connect him/her with other kids who need friendship, and challenge him/her to focus on others.
 - iv. “Good” soil – encourage and challenge him/her with serving and leading others.
- f. See ideas for using this APP on pages 11, 12.

APPendix

Making A Lesson “Attractive” To Children

1. Ask yourself, “How can I interest them in the lesson?”
2. Use the advantage of surprise – don’t explain what you’re doing, just do it.
3. The “Attention-Getting” experience must connect to children’s lives.
4. Consider using “back door” possibilities (displaying the opposite of the lesson focus).
5. Evaluate the children’s interest in the lesson by:
 - a. Seeing visual reactions in the children’s faces,
 - b. Hearing laughter, screams, or captivating silence.

Attention-Getting Ideas

- Object lessons
- Use of food
- Unusual attire
- Sounds / smells
- Video clips
- Unusual objects in room
- Signs on wall
- Animals / guests
- Unusual position of teacher
- Unusual procedures
- Staged drama
- Covert drama (within audience)
- Interruptions (phone calls, etc.)
- Preoccupations (eating, etc.)
- Science experiments
- Rearrangement of room

5G APPs that apply to this idea:



APPetite
(Attraction)



APPlause
(Participation)

Object Lesson Creation Process

Challenge: How do I design a creative “Attention-getter” or object lesson for the lesson?

The Process of Developing An Object Lesson

1. Formulate your lesson objective (what do you want your children to learn, and how they will prove it to you).
2. Consider your children’s interests (food, clothes, terminology, entertainment, “toys,” etc.)
3. Consider what would be unusual, “weird,” or strange to your children (related to their interests).
4. Purchase the needed materials.
5. Practice before you present.

List of Unusual Objects

Motorcycle	Plants / trees	Lasers	Illusions (magic)
Toothbrush	Cameras	Mirrors	Unicycle
Yucky food	2-way Radios	Spy equip.	Speakerphone
Pet food	Animals	Manure	TV shows
Eggs	Insects	Water	Vacuum cleaner
Lawn mower	Horse equip.	RC cars	Bubbles
Kitchen utensils	Science equip.	Balloons	Pogo stick
Tools	Police equip.	Darkness	Hula hoop
Clothes	Rockets	Smells	Roller skates
Power tools	Models	Wind	Fire
	Computer games	Music instruments	Breaking glass

5G APPs that apply to this idea:



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Science Experiments As Object Lessons

Everybody enjoys a science experiment! The thrill of seeing an explosion, or marveling at a reaction is captivating and can be useful in teaching a lesson. Make sure the science experiment is connected to the lesson!

Here are some resources for finding science experiments online:

1. Science Bob – <http://www.sciencebob.com/experiments/>
2. Science Kids – <http://www.sciencekids.co.nz/experiments.html>
3. Steve Spangler Science – <http://www.stevespanglerscience.com/lab/experiments>
4. Funology – <http://www.funology.com/science-experiments/>
5. Scifun – <http://scifun.chem.wisc.edu/homeexpts/homeexpts.html>
6. Scholastic Science Experiments – <http://www.scholastic.com/teachers/article/40-cool-science-experiments-web>
7. National Geographic Kids – <http://kids.nationalgeographic.com/kids/activities/funscience/>
8. The Naked Scientists – <http://www.thenakedscientists.com/HTML/content/kitchenscience/>
9. Exploratorium – http://www.exploratorium.edu/science_explorer/
10. Discovery Education – <http://www.youngscientistchallenge.com/checkitout/whelmers.html>

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Ideas For Involving The Children In The Lesson

1. Ask yourself, “How can I let them participate in the lesson?”
2. Your work is done BEFORE your children enter the class.
3. Create an environment of learning; once the children enter, they have no option but to learn.
4. Prepare the needed materials beforehand / provide the children what they need to explore.
5. Protect the “80 / 20 Rule.” (80% children’s voices / 20% teacher’s voice)
6. The more discovery/participation that there is in the lesson, the deeper the retention.
7. “Prime” the children with only the basic information to get them started.
8. The children must talk as they discover. A quiet classroom is a non-effective classroom.
9. Stimulate the children’s exploration, rather than tell them what to think.
10. Evaluate the children’s participation in the lesson by
 - a. Interactive noise, activity, page turning
 - b. The lack of discipline problems
 - c. The inability to end the activity

Ideas To Stimulate The Children’s Participation

- | | | | |
|-------------------------------|----------------------|-------------------------|--------------------|
| • Brainstorms | • Interviews | • Murals | • Collages |
| • Debates | • Field trips | • Rebus relay puzzles | • Story writing |
| • Role-plays | • Re-enactments | • Balloon pop challenge | • Song writing |
| • Team competitions | • Scripture searches | • Board games | • Game designing |
| • Discussions (lg./sm. group) | • Mock witnessing | • “Jeopardy” | • Role playing |
| • Letter writing | • Crafts | • Mobiles | • Service projects |

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Creative Lesson Enhancers

When you find yourself with too much class time at the end of your curriculum, you can always use one of these creative ideas to continue teaching while giving your learners an enjoyable experience.

Using Questions

The process of asking questions forces the teacher to grapple with what actually needs to be known. The questions should not tell the information, but rather lead the learners to the information. Jesus was a master at this, “Whose picture is on this coin?” or “Woman, where are your accusers?”

1. Ask questions that stir their curiosity – “Why did David collect 5 stones?”
2. Ask questions that don’t have a “yes,” or “no” answer.
3. Ask questions with that drive them to read – “What made Jesus make a whip?”
4. Ask questions that surprise them – “Why didn’t God just kill Pharaoh to free the Jews?”

Using “What if” Scenarios

The use of “What if” scenarios force the learners to think beyond the “normal.” These scenarios force them to consider the motives, and the consequences of other choices. \

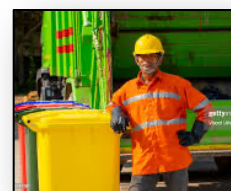
1. What if Moses didn’t have a brother to “lean on”?
2. What if Jesus just appeared, rather than being born as a child and growing up?
3. What if the Apostles really did stop preaching about Jesus when they were told to?
4. What if Jesus never died for your sins?



Using Guest Visits / Interviews

Using guests or visitors is a way to teach through “the back door.” A guest or visitor can attract the learners and introduce or reinforce the learning in a way that the “normal” teacher cannot.

1. A bee-keeper who talks about treating mothers like the “Queen bee.”
2. A scientist who does experiments as object lessons for a deeper lesson.
3. A dancer who performs and talks about balance and grace in life.
4. A garbage collector who brings in a garbage can and talks about sin.



Using Video Clips

Video clips are the “language” of today’s kids. A short visual experience can either introduce or reinforce a concept. You can either play the whole clip and talk about it after (or before), or you can stop the clip in the middle and talk about it before letting it finish. Finding videos on YouTube is not as simple as using the website “WingClips” (wingclips.com). You can search for movies by topics! It is a great site!

1. Clips from movies they recognize.
2. Clips from television shows they recognize.
3. Clips from unknown movies or shows.
4. Clips from YouTube or WingClips

Using Songs

Music is a powerful tool for learning, but it is “complex” because it has to be understood by the learners. Music must suit the “tastes” of the learners, or it may become a block to learning. Listening to a whole song, or a major part of a song may be “boring” to some.

1. Listening to a section of a song.
2. Used as a background to another activity. Children can “hear” a song while doing something else, and the song can enhance the overall learning environment.
3. Asking the learners to “extract” the lesson from a song.

Using “Scavenger Hunts”

A “scavenger hunt” is a planned “search” for “hidden” items with the goal of forcing the learners to involve themselves with the lesson along the way.

1. Read the passage and find 3 things in the room that relate to the passage.
2. Read the passage. Your first item to find is what Jesus was looking for...
3. Go out to the parking lot and collect 5 items that God didn’t create.
4. Go out to the field next door and find something that is related to the story or passage.



Using Writing / Photography

The process of writing a story or making a story from pictures is a great way to get children to put the learning into their own words. Once a learner “translates” the learning into their own words, the learning is “sealed.”

1. “Newspaper” stories with pictures.
2. Cartoon strips that they draw, with a story.
3. Movie “story boards” with a story.
4. Pictures that they write a “back story” to that illustrates the lesson or learning.



Using Field Trips (live and video)

The mention of a “Field Trip” brings excitement to every learner! Taking the lesson “out” of the “normal” classroom increases the interest of the learners. You don’t have to leave the classroom to go on a “Field Trip.”

1. Show a nature video; ask the learners to thank God for His creative power.
2. Film a “tour” of a store, facility, or home and ask the learners to look for lesson-related items.
3. Take a trip to a location in the church facility and talk about a lesson-related topic while there (Pastor’s office, janitor’s closet, opposite restrooms, the roof, dumpster, A/V control room)
4. Film a “tour” of somewhere in the church facility – learners guess where it is.



Using Science Experiments

Science experiments thrill learners and add to the memory of the lesson. They become visual object lessons to illustrate the lesson. You can find many ideas online for creating object lessons. A good place to start is sciencebob.com or stevespanglerscience.com.

1. Sucking an egg into a bottle – the results of giving into temptation and the consequences of sin
2. Red water and paint thinner – “be in the world, but not of it...”
3. Use of lasers or bright lights in a dark room – “...you are the light of the world...”
4. Use of fire is always a hit! Have a fire-extinguisher close by and mind the smoke alarms!



Using “Walk-through” Experiences

A “walk-through” experience is like a “Field Trip” without leaving the facility. They usually focus on a Biblical setting and require much work beforehand and cooperation between several age groups.

1. A “walk-through” of the wandering in the wilderness.
2. A “walk-through” of the days of creation.
3. A “walk-through” of the healing ministry or last days of Jesus.
4. A “walk-through” of the journeys of Paul.

Using Games

Most learners love games. A game incorporates teamwork, competition, and the reward of winning. You can have your “standard” games ready to go at any time, or create special ones for special lessons.

1. “Bible baseball” played inside the room – learners answer questions “at bat,” and run around bases.
2. Make your own PowerPoint game:
<https://www.thecurriculumcorner.com/thecurriculumcorner123/how-to-make-a-powerpoint-game/>
3. Create board games for lessons – download free directions:
https://drive.google.com/file/d/1q31C0DxRt4SjShe2qetk7bLbF_2UZvLr/view?usp=sharing
4. Challenge the learners themselves to create games for the lesson, then play them in class.

Using Arts / Crafts

Everybody loves to color or create something using simple craft supplies! Don't limit the use of this powerful experience by thinking that your learners might be "too old to do this."

1. Make collages about the lesson or passage using magazine pictures (be careful with all magazines!)
2. Make large wall murals depicting the lesson or passage.
3. Make "take-away" items that remind the learners of the lesson all week long.
4. Create a "walk-through" experience for younger learners to enjoy.

Using Cooking / Food

The use of food propels the lesson's effectiveness! Jesus was a master at incorporating food into His lessons (fish, bread, wine, meals in homes, etc.). Remember to work hard at getting the lesson into as many "holes in the head" as you can!

1. Object lessons (not sharing)
2. "This is what _____ tastes like..." (use of good and bad tasting items)
3. Following a recipe / following God's directions in the Bible
4. Use food as a "craft" item, then eat the finished product



Using Personal Stories / Testimonies

A person's story brings the learning to a "real world" level! Stories or testimonies transform the lesson from a sterile, printed page to a believable truth. This is a great experience for the teller and for the listeners.

1. Stories of struggles with choices (be careful to make this positive)
2. Victories in evangelism
3. Answered prayers
4. Stories of God's leading or protection



Using News Stories

Today's news is filled with stories of people who make good choices and poor ones. The stories don't always highlight the consequences, but they are always a great topic of discussion. News stories can also be a great "what do you think" springboard for discussions. Opening and reading a newspaper in class is a great visual!

1. Stories of people who broke the law
2. Stories of people who did the right thing
3. Stories of companies who got caught cheating
4. Advertisements that are designed to make you "believe" something

Using Popular TV Shows or Movies

Being able to "connect" with your learners by referencing television shows or movies they watch is an excellent way to do what Jesus did in teaching through parables. "Behold a farmer went out to sow..."

1. Simply use a character's name or personality as an example
2. Refer to a scene that illustrates a point in the lesson
3. Use terminology from the show or movie in your conversation
4. Incorporate the show or movie in your questions or in video clips

Using “Controversial” Comments

The “shock” factor of a comment that is “controversial” cannot be underestimated. Often, the comment is related to the **opposite** view of the lesson. This technique forces the learners to think as a direct result of the “shock.” It causes the lesson to become “personal.”

1. God is okay with homosexuals.
2. God doesn’t know the future.
3. Only nice people go to Heaven.
4. There’s nothing wrong with eating donuts and chocolate milk all day!



Using “Guerilla” Drama

“Guerilla” drama is a “scene” that appears in the middle of a lesson following a cue from the teacher. This scene must be set up ahead of time, using willing “actors” from the class itself.

1. An argument arises between two learners during a lesson on forgiveness.
2. A learner begins texting during a lesson on paying attention to God, or conquering distractions.
3. Two learners begin talking and laughing loudly together during a lesson on respect.
4. A learner gets very angry and storms out of the class during a lesson on anger.

5G APPs that apply to this idea:



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(Participation)



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Recognizing, and Using “Teachable Moments”

teach·a·ble mo·ment *noun*

A moment of educational opportunity: a time at which a person, especially a child, is likely to be particularly disposed to learn something or particularly responsive to being taught or made aware of something. (Encarta® World English Dictionary) encarta.msn.com

Typical “Teachable Moments” For Children

When they are...

- | | |
|-----------|-----------------|
| 1. Scared | 6. Happy |
| 2. Lonely | 7. Surprised |
| 3. Hungry | 8. Disappointed |
| 4. Angry | 9. Sad |
| 5. Tired | 10. Injured |

*The **LEAST** effective “teachable moments” are when a child is happy.*

“Teachable Moments” Are Usually

1. Not planned
2. Not related to “the lesson” or “the curriculum”
3. Momentary in nature
4. Not repeatable
5. Mixed with high levels of emotion

How To Use “Teachable Moments”

Jesus was a master at recognizing, and using “teachable moments”! Here are some principles for using “teachable moments” connected to the examples of Jesus.

1. **Watch for them**, welcome them, go with them...

Jesus used a moment when He encountered a tired, thirsty, and discouraged woman at a well.
“...if you knew the gift of God, and who asks you for a drink...” (John 4:1-42)

2. **Look for the real need...**

Jesus used food as an object lesson. He realized that Peter’s real need was for forgiveness, encouragement, and restoration. “*Simon son of John, do you truly love me more than these?*” (John 21)

3. **Give personal attention** (eye contact, touch)...

Jesus stopped what He was doing, and noticed ONE person! “...*Daughter, your faith has healed you. Go in peace.*” (Luke 8: 42-28)

4. **Be patient, merciful, gentle, understanding...**

Jesus showed mercy, compassion, and understanding to a woman who was thrown at His feet!
“*Woman, where are they? Has no one condemned you? Neither do I, go and sin no more.*” (John 8:1-11)

5. **Use the “teachable moment” to teach others, and to glorify God...**

Jesus showed that He could do anything; even turn water into wine. “*Fill the jars with water...*” (John 2: 1-11)

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(Salvation)



APPlY
(Discipleship)

Ideas For Discipleship / Mentoring

1. **“S.W.A.T. Team” development** (Students With A Testimony) witnessing on their school campuses

- Children may be nominated to be a part of this elite team
- Children may earn their position on the team because of witnessing
- All children may be on the team, but earn badges with witnessing
- Children are trained in basic conversation evangelism, lifestyle evangelism, etc.
- The elders or senior pastor are invited to encourage the students
- Stories are shared in class and on social networking sites (carefully edited and monitored)

2. **Gardening/landscaping ideas**

- Care for or clean garden areas (Parable of Sower; weeds / stones in their lives, etc.)
- Plant new plants (let God’s Word grow richly in your life, water it, feed it, protect it)
- Pick up trash (remove “sin” from your life (Heb. 12), keep your life pure)
- Replace bark (fellowship with other Christians helps us retain God’s Word and keep out weeds)
- Clean / sweep walkways (let the Holy Spirit “clean” you from temptations)
- Paint benches (become a new person in Jesus (2 Cor. 5:17))

3. In-class baptisms

- a. Talk with elders and senior pastor beforehand
- b. Communicate with the parents (invite them to participate in all areas)
- c. Prepare the children through lessons leading up to baptism day
- d. Encourage parents to prepare children at home (using printed help we provide)
- e. Purchase an inflatable pool from Walmart
- f. Fill with warm water (from nearby water heater?)
- g. Invite parents, elders and pastors to attend
- h. Use the entire session for the event
- i. Worship together (with church worship leaders?)
- j. Provide towels for those who don't bring them
- k. If appropriate (based on your church procedures), print certificates to give out
- l. Let parents and grandparents take pictures
- m. Those children who aren't baptized will watch and enjoy
- n. Discuss "follow-up" process with parents (in accordance with your church process)
- o. Pray, worship, celebrate, dismiss!

4. In-class communion

- a. Talk with elders and senior pastor beforehand
- b. Communicate with the parents (invite them to participate in the event)
- c. Prepare the children through lessons leading up to communion day
- d. Encourage parents to prepare children at home (using printed help we provide)
- e. Invite parents, elders and pastors to attend
- f. Worship together (with church worship leaders?)
- g. Ask for elders or deacons to assist with passing out the elements (if this isn't possible, use your children's ministry team members)
- h. Have the children who will participate sit with their parents if the parents are there
- i. You may or may not use the entire session for communion
- j. Consider enjoying communion whenever communion is served in the main session

5. "Fasting" Challenge the children to "fast" from:

- a. From sweets, and discuss next week
- b. From electronics (without hurting schoolwork), and discuss next week
- c. From TV, and discuss next week
- d. From video / computer games, and discuss next week
- e. From music, and discuss next week
- f. From belittling others, and discuss next week

6. "Simple acts of kindness" experiences

- a. Communicate with the parents beforehand (goals, possibilities, options, etc.)
- b. Prepare the children beforehand (be aware of needs, etc.)
- c. Give suggestions (helping others at school, picking up things others drop, holding door open for others, encouraging others who are discouraged or frightened, thanking teachers after class, complimenting others, doing chores at home without being told, etc.)
- d. Giving something needed to a homeless person
- e. Returning shopping carts to the collection area instead of leaving them in the lot

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