

TrainUp
(Training Those that Minister to Children)
February 20-21, 2026

*The Pentecostals of Cooper City /
Host Pastor Mark Hattabaugh*

Cooper City, Florida

Sponsored by UPCI Children's Ministries

Teaching Notes

General Children's Ministries Director: Steve Cannon

General Children's Ministries Secretary: Robbie W. Knox

Children's Ministries Director of Promotions: Darrel Sparks

Children's Ministries
United Pentecostal Church International
36 Research Park Court, Weldon Spring, MO 63304





CHILDREN'S MINISTRIES

February 20, 2026

Greetings in Jesus' name!

UPCI Children's Ministries welcomes you to the TrainUp Conference in Cooper City, Florida. We have provided you with an all-star lineup. This event promises to be power-packed with anointed preaching and worship. We will strive to fill your mind and heart with practical ideas and insights to help you provide a weekly evangelistic children's ministry. We aim to meet the spiritual and practical needs of everyone.

We will be blessed by the ministry of Robbie Knox during the evening rally.

We thank all the pastors, ministers, Sunday School teachers, children's evangelists, bus workers, outreach directors, and children's church helpers. Your participation will make this week a life-changing experience for everyone involved.

Yours for Him,

Steve Cannon
General Children's Ministries Director
U.P.C.I.

Robbie Knox
General Children's Ministries Secretary
U.P.C.I.

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Train-Up 2026
The Pentecostals of Cooper City
Cooper City, Florida
Pastor Mark Hattabaugh
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<u>DATE & TIME</u>	<u>EVENT</u>	<u>ROOM/SPEAKER</u>
Friday, February 20		
11:00 a.m.-11:45 a.m.	Registration/Check-In	
11:45 a.m.	Orientation	Sanctuary
12:00 p.m.- 1:00 p.m.	General Session:	Sanctuary
	Understanding the Power of Kid's Worship	Sanctuary / Patti Roberts
1:10 p.m.- 2:00 p.m.	Effective Children's Church	Sanctuary / David Moore
	Whose Kids Are Those	Rooks Auditorium / Darrel Sparks
	Apostolic Resources for Spanish & English Curriculum	Room 201 / Lee Ann Alexander & Chris Anderson
2:00 p.m. – 2:10 p.m.	Break	
2:10 pm. – 3:00 p.m.	From the Door to the Altar	Sanctuary / Patti Roberts
	Ministering to Children From Poverty	Rooks Auditorium / Chris Anderson
	Strategic Planning for Leaders	Room 201 / Lee Ann Alexander
3:00 p.m. – 3:10 p.m.	Break	
3:10 p.m. – 4:00 p.m.	Teaching Holiness to Children	Sanctuary / Lee Ann Alexander
	What's In Your Atmosphere	Rooks Auditorium / Darrel Sparks
	Discipleship in Children's Ministry	Room 201 / Chris Anderson
7:00 p.m.	Rally: Rev. Robbie Knox	Children's Ministries Secretary
Saturday, February 21, 2026		
9:00 a.m.-10:00 a.m.	General Session - Sanctuary	Lee Ann Alexander
10:00 a.m.-10:10 a.m.	Break	
10:10 a.m.-11:00 a.m.	Praying Kids: The Next Generation	Rooks Auditorium / Patti Roberts
	Discipleship in English and Spanish Children's Ministry	Room 201 / Chris Anderson
	What's In Your Atmosphere	Sanctuary / Darrel Sparks
11:00 a.m.-11:10 a.m.	Break	
11:10 a.m.-12:00 p.m.	10 Things Nobody Told Me About Teaching	Sanctuary / Lee Ann Alexander
	Effective Children's Church	Rooks Auditorium / David Moore
	Ministering to Children from Poverty	Room 201 / Chris Anderson
12:00 p.m.-12:10 p.m.	Break	
12:10 p.m. – 1:00 p.m.	From the Door to the Altar	Sanctuary / Patti Roberts
	Ministering to Children with Disabilities	Rooks Auditorium/ Chris Anderson
	Segments in Children's Church	Room 201 / David Moore
1:00p.m.- 1:10 p.m.	Break	
1:10 p.m.- 2:00 p.m.	Foster Care in Children's Ministry	Sanctuary / Chris Anderson
	Effective Apostolic Resources Beyond the Classroom	Rooks Auditorium / Lee Ann Alexander
	Segments in Children's Church	Room 201 / David Moore
2:10 p.m.-2:30 p.m.	Close out Session	Sanctuary

Teaching Holiness to Children
Lee Ann Alexander

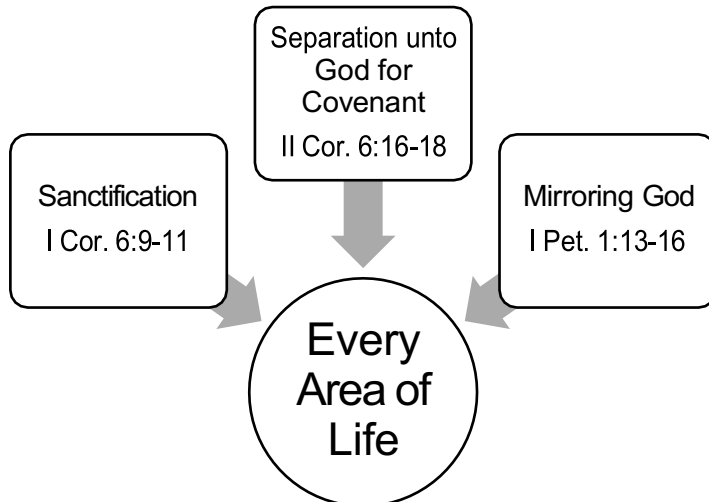
Who is responsible for teaching kids holiness?

Deuteronomy 6:1-9

Ideally the church and the home are in sync reinforcing the teaching of Scripture together. When it comes to teaching holiness, practically that may mean:

- 1) As teachers we can make applications about holiness throughout our teaching. For instance, we should be talking about the concept of holiness when we teach Daniel and the lions' den and other familiar Bible lessons.
- 2) If we intend to go on an extended study of holiness, begin by talking to the pastor.
- 3) After the pastoral team gives the blessing for this teaching, now think about how to prepare parents (handout overviewing the concepts, suggested passages to read together, corresponding book, etc.). Our goal is to set them up for success and ensure the home and the church are working together.

When we say we are going to teach on holiness, what do we mean?



See *Because I Belong to Jesus: A Guide for Conversations with Kids about Holiness* from www.pentecostalphublishing.com.

When it comes to teaching the material, what is our plan?

I. Preparing to Discuss Holiness

- a. Evaluate child's/children's age, spiritual maturity, home life, and personality. Do they need a Bible study on salvation and/or developing spiritual disciplines first?
- b. Since holiness is not a one-time box to check, think about how your teaching is part of a larger strategic plan. Have I also taught them:
 - i. How to navigate and study Scripture?
 - ii. How to pray and hear/sense God?
- c. Is the whole group ready for this teaching or do we need to organize into smaller groups?
- d. What supplemental games or activities are we going to do so this teaching or conversation doesn't come across as a lecture or become awkward if it is too much of a departure from the usual teaching style?

II. Teaching Approach and Methods

- a. Saturate our approach with grace, "speaking the truth in love" (Ephesians 4:15).
 - i. Holiness is not to earn Jesus' love. He loves everyone and it's not because we do things that make Him love us. However, let's go the next step. Because He loves us, we want to study His Word and live in ways

- that He can bless and use to show His love to others. The order here is critical.
 - ii. Emphasize that these teachings are not rules to be a member of the local church or to please the teacher/pastor. Situate this study as ways we live out our growing relationship with Jesus.
- b. Situate holiness in God's big story—His desire for relationship with us. The bottom line is that our approach to holiness is because we belong to Jesus; we are in relationship with Him and it saturates every area of our lives.
- c. Be patient and expect progressive growth in phases. The end result of this teaching may not be that the entire class shows up the next week looking or sounding a certain way, but have we helped them grow and move forward on their journey to walk with Jesus more closely?

III. Teaching in the Moment

- a. Study before and then set the book(s) aside. Guide kids through the Bible and talk conversationally.
- b. Go at the pace the child/children need.
- c. Recognize that different personalities will respond in different ways.
- d. Welcome questions! Celebrate open discussion!

IV. Special Considerations

- a. Talk with kids about how to be gracious in talking about these topics with others.
- b. If you notice resistance in a student, connect individually after class. Don't pressure them but affirm your relationship with them and that you are available to talk more when they are ready.
- c. While you may organize teaching into specific groups, remember all kids need these principles. (Modesty and gender distinction need to be taught to both boys and girls.)
- d. We must model this teaching.
 - i. Kids pick up on inconsistencies and so it will undermine the teaching if you're not living out these principles in your own personal life.
 - ii. Kids pick up on if this is a drudgery or even a duty you're uncomfortable talking about.
 - iii. Celebrate the privilege of reflecting the glory of God!

GETTING THE MOST OUT OF THE GOD'S WORD FOR LIFE CHILDREN'S CURRICULUM

Chris Anderson (canderson@upci.org)

Which Learning Style Are You?

Collaborative Learner: <i>Why Do I Need to Know This?</i>	Common Sense Learner: <i>How Does This Work?</i>
Talk in broad overviews	Like to move during the learning process
Learn by listening and sharing ideas; are idea people	Value action, product development, and "how-to"
Answer the questions "Why?" and "Why not?"	Realistic, practical; see skills as knowledge
Are sociable, friendly, sensitive, and empathetic	Deal with logical consequences; are goal-oriented
Keenly observe human nature	Value teachers as instruction managers

<p>Work best in a noisy setting</p> <p>Dislike listening to long lectures, memorizing, and working alone</p> <p>Are in tune with their feelings</p> <p>Like the feeling of “my gang”</p> <p>Get smarter the longer they talk</p> <p>Enjoy role play, simulation, and mime</p> <p>Dislike win/lose situations such as debate</p> <p>Value people above product, friendship above grades</p> <p>Love a colorful classroom</p> <p>Define themselves in terms of friendship</p>	<p>Prefer to work alone; are impersonal</p> <p>Do not enjoy lectures; enjoy “how-to” reading</p> <p>Value strategic thinking</p> <p>Restrict judgment to concrete things</p> <p>Grade success by how well projects work</p> <p>Resent being given answers; excel in problem solving</p> <p>See Christianity in terms of action</p> <p>Read the Bible to get hands-on information</p> <p>Dislike sitting quietly in a learning setting</p> <p>Teach and learn through demonstration</p> <p>Can be mechanically and computer literate</p>
<p>Analytic Learner: <i>What Do I Need to Know?</i></p> <p>Like information presented logically and sequentially</p> <p>Value facts, figures, and the theoretical</p> <p>Need competition, value being right; enjoys debate to logically prove the correct stance or answer</p> <p>Value smart or wise people</p> <p>Set long-range plans and see their consequences</p> <p>Are curious about ideas; see themselves as intellectual</p> <p>Think in terms of correct and incorrect answers</p> <p>Enjoy listening and taking notes</p> <p>Like teachers who are information givers</p> <p>Prefer a quiet learning situation</p> <p>Learn from traditional methodology</p> <p>Dislike situations and methods where no one wins</p> <p>Define themselves by how smart they are</p> <p>Enjoy reading the Bible for concepts and principles</p> <p>Are impersonal and prefer to work alone</p>	<p>The Dynamic Learner: <i>What Can This Become?</i></p> <p>Are leaders with strong intuition</p> <p>Have experimental attitudes and behaviors</p> <p>Cultivate a well-developed sense of humor</p> <p>Demand flexibility; need options</p> <p>Take a long time to complete an assignment</p> <p>Like student-directed classrooms</p> <p>Are curious and insightful; are future-directed</p> <p>Enjoy teachers who facilitate and stimulate creativity</p> <p>Want to do anything different that breaks the mold</p> <p>Make decisions based on hunches</p> <p>Enjoy people; communicate with great skill</p> <p>Enjoy dramatics or any display of individuality</p> <p>Unpredictable, willing to take chances</p> <p>Value creativity</p> <p>Can see numerous ways to approach a situation; work to make things different or better</p>

STEPS TO DEVELOPING A LESSON

1. How much time do I have to teach? _____
2. Each lesson is broken into 4 main parts:
 - a. Excite and Engage (_____ Learner)
 - b. Relate and Receive (_____ Learner)
 - c. Apply and Act (_____ Learner)
 - d. Prayer and Response (_____ Learner)
3. Start by studying the Bible lesson—the star of the show!
 - a. Read the story in both the Bible AND the Leader Guide.
 - i. Sometimes additional study is necessary. (See God’s Word for Life Adult Lesson Guide.)
 - b. Determine how you will deliver the Bible story. Make it fit your style.
 - c. How much time will it take? _____
 - d. What is the Truth about God?
 - e. What is the application (Truth for My Life) you want students to take away from your story?

EXCITE AND ENGAGE

1. How does the story relate to my students’ lives?
 - a. Determine opening activities to teach to your specific students.
2. How much time am I allotting to the opening activities?
3. How can I greet students with the lesson in mind?
4. How will I take attendance and collect offering?
5. What Video Introduction will get students’ attention?
6. From the moment class begins, what activities will we do to lead them to the Bible lesson?

RELATE AND RECEIVE

1. Use the Lesson Lead-In to get their minds prepared to hear the story.
 - a. Are there any areas that need explained before you start?
2. Present a well-prepared Bible story—the star of the show.

APPLY AND ACT

1. Determine your Application Options (with your time limit in mind)
 - a. What do I want students to do with this information?
 - b. All activities after the Bible lesson should aim at this application and lead them to an altar call.

PRAYER AND RESPONSE

1. Give them an opportunity to respond.

ADDITIONAL OPTIONS

1. What will I do if service goes long?
2. How can I use this to connect with the home?
 - a. How will I adjust if service goes short?

What should Apostolic children's ministry look like moving forward?

Principle 1: God promises to pour out His Spirit on all flesh.

Principle 2: WATER BAPTISM in Jesus' name AND SPIRIT BAPTISM (speaking in tongues) IS ESSENTIAL to salvation.

Principle 3: Jesus is the key to eternal life.

Principle 4: Children are to be discipled.

Principle 5: Parents are the key to discipleship.

Principle 6: Discipleship should lay a firm foundation so kids can flourish.

Principle 7: Children are especially precious to God. We are to protect them.

Principle 8: God wants his church to focus on the overlooked and less fortunate.



WHAT NOBODY TOLD ME ABOUT TEACHING

Lee Ann Alexander

Session Overview: This session provides tips about teaching that often are overlooked in the training process. Add this insight to your growing arsenal if you're a new teacher, use this session to shape your teacher orientation and training program if you're a leader, or adapt this information to mentor new teachers if you're a seasoned teacher.

I. Think of your favorite teacher. Why was this person your favorite?

- A. Typically these traits are not knowledge-oriented or even skill-based. We usually are moved by teachers who connect to our hearts.
- B. Who you are as a person affects the kind of teacher you will be and the impact you will have on students.
- C. We must be everything we want our students to be. Are you the kind of Apostolic disciple that you would want your students to become?

II. My Top Ten List of Things I Wish I'd Known

- 1. Your _____ has to shine through, but kick it up a notch.
- 2. Have _____ and be _____.
- 3. But don't obsess about _____.
- 4. You'll have students you don't _____.
- 5. You'll have students who don't _____ you.
- 6. There will be times you won't _____ what to do.
 - a. Pray.
 - b. Ask _____.
- 7. Just _____.
- 8. Accept that things seldom go as _____.
- 9. But have a big-picture _____.
- 10. Take advantage of _____.

III. Three temptations every teacher faces:

- A. _____
- B. _____
- C. _____

IV. To assess your health, answer the following questions:

- A. Do I make a personal connection with each student each week?
- B. Are students in my class safe from me calling attention to them or joking at their expense?
- C. Am I secure and whole in who I am or do I teach to be liked?
- D. Do have a daily time of meaningful prayer and study of God's Word?
- E. Would I be comfortable if all my students had my devotional life?

If you answered no to any of these questions, make it a matter of prayer, seek counsel where appropriate, and make adjustments.

V. I Corinthians 11:1

“Be ye followers of me, even as I also am of Christ.”

Let us walk so closely to Jesus Christ that those who follow us will naturally then be

_____.

**We are the connector between a loving God, His holy Word, and the children He radically loves!
When we seek Him, He will empower us to do this spiritual act of ministering the Word!**

For curriculum info, visit www.pentecostalpublishing.com/curriculum and to sign up for free teacher training videos each month.

GETTING THE MOST OUT OF THE GOD'S WORD FOR LIFE CHILDREN'S CURRICULUM

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EXCITE AND ENGAGE

7. How does the story relate to my students’ lives?
 - a. Determine opening activities to teach to your specific students.
8. How much time am I allotting to the opening activities?
9. How can I greet students with the lesson in mind?
10. How will I take attendance and collect offering?
11. What Video Introduction will get students’ attention?
12. From the moment class begins, what activities will we do to lead them to the Bible lesson?

RELATE AND RECEIVE

3. Use the Lesson Lead-In to get their minds prepared to hear the story.
 - a. Are there any areas that need explained before you start?
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APPLY AND ACT

2. Determine your Application Options (with your time limit in mind)
 - a. What do I want students to do with this information?
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PRAYER AND RESPONSE

2. Give them an opportunity to respond.

ADDITIONAL OPTIONS

3. What will I do if service goes long?
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Effective Apostolic Resources beyond the Classroom

Lee Ann Alexander

Questions to Get Started

- 1) What is your mission statement in your ministry?
- 2) What resources make that possible?

Foundational Principles

- 1) Resources (including curriculum) are meant to function as a sound Apostolic partner so you can focus on:
 - a. Spiritual preparation
 - b. Relationship building with students
- 2) Every resource is just a starting point.
- 3) Adapt based on your unique culture, your pastor's vision, and your kids' needs.

Usually our kids' programs involve the following at a minimum:



For Reaching New Kids

- VBS – a fun, exciting way to get new kids in the building
www.pentecostalpublishing.com/vbs
- Open House – welcome new families from the community; showcase your kids' ministry
www.pentecostalpublishing.com/openhouse

For Teacher Training and Personal Growth

- Ministry Central's Teacher Certification – video-based program on a variety of topics
ministrycentral.com/courses/sunday-school-teacher-certification
- Ministry Central Masterclasses on a broad variety of ministry topics!
- *Teaching to Transform Hearts* – a comprehensive book on teaching in the Apostolic church
pentecostalpublishing.com/products/teaching-to-transform-hearts
- FORMED Conference – an annual virtual event to share current teaching trends
- FORMED podcast – a conversation each month to share teaching tips
formedpodcast.buzzsprout.com
- God's Word for Life Podcast – a look ahead at the week's upcoming lesson for teachers
gwflpodcast.buzzsprout.com

For Supporting Parents

- The Activity Pages within God's Word for Life feature family devotionals.
- Healthy Homes – www.healthyhomes.org
 - The Healthy Homes Newsletter
 - 24 Questions to Spark Conversations with your Teens
- Missionary Prayer Cards – a tool to incorporate praying for missions into daily prayer
pentecostalpublishing.com/products/2018-missionary-prayer-cards-boxed-set
- Children's Books – a collection of Apostolic books for a variety of ages and interests
pentecostalpublishing.com/collections/kids-books

For Discipleship:

- Elements for Children – a guide to ground kids in the basics of relationship with Jesus
pentecostalpublishing.com/products/elements-for-children
- *Because I Belong to Jesus: A Guide for Conversations with Kids about Holiness*
pentecostalpublishing.com/products/because-i-belong-to-jesus
- God's Word for Life – a systematic teaching plan to link the home and the church
pentecostalpublishing.com/curriculum

People are great resources. Also consider how can you learn and grow from the people around you.

For questions, please contact Lee Ann Alexander at laalexander@upci.org.

Getting the Most out of the God's Word for Life Children's Curriculum
Chris Anderson (canderson@upci.org)

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What should Apostolic children's ministry look like moving forward?

Principle 1: God promises to pour out His Spirit on all flesh.

Principle 2: WATER BAPTISM in Jesus' name AND SPIRIT

BAPTISM (speaking in tongues) IS ESSENTIAL to salvation.

Principle 3: Jesus is the key to eternal life.

Principle 4: Children are to be discipled.

Principle 5: Parents are the key to discipleship.

Principle 6: Discipleship should lay a firm foundation so kids can flourish.

Principle 7: Children are especially precious to God. We are to protect them.

Principle 8: God wants his church to focus on the overlooked and less fortunate.

Ministering to Children from Poverty

Planning for Apostolic Children's Revival

Do you believe God is getting ready for revival? Why or why not?

What does a harvest look like? Do you think this will be a bumper crop or a poor harvest?

Revelation 7:9–12

⁹ After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, ¹⁰ and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb!" ¹¹ And all the angels were standing around the throne and around the elders and the four living creatures, and they fell on their faces before the throne and worshiped God, ¹² saying, "Amen! Blessing and glory and wisdom and thanksgiving and honor and power and might be to our God forever and ever! Amen."

God is orchestrating worldwide revival.

- <https://upcichildrensministries.org/1-million-childrens-revival/>
- Goal: 1,000,000 children to receive the Holy Ghost in one year across the world.

To prepare for revival, we must count the cost.

Luke 14:28–30

²⁸ For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? ²⁹ Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, ³⁰ saying, 'This man began to build and was not able to finish.'

How has Covid-19 impacted your children's ministry? _____

Did you have a plan of discipleship for children before? _____

Do you have a plan for discipleship now? _____

Revival is not a momentary event; it is a season that must be planned for.

It takes discipleship, even of children.

Proverbs 22:6

Train up a child in the way he should go; even when he is old he will not depart from it.

Step 1: Plant the Seed

Schedule your special events to intentionally plant the gospel message into the heart and begin the discipleship process.

KEY: Focus on areas of low-mobility, special needs, orphans, and widows.

In your children's ministry, how many seed-planting events are you scheduling per year?

_____ Christmas	_____ Easter	_____ Holy Ghost Rallies
_____ VBS	_____ Back to School	_____ Other?

Just because children are attending your church doesn't mean they are being disciplined.

Be sure to report every time you have children who have received the Holy Ghost:

<https://upcichildrensministries.org/1-million-childrens-revival/>

Step 2: Sprout the Seed

Without immediate attention, the seed will likely be lost. The basics must be taught and the foundation laid.

The discipleship process must be intentional. Don't send out busses to pick up people for revival, if you don't plan on having busses for every service afterwards.

With your selected ministry, follow-up must be maintainable.

What program(s) do you have in place to develop your seeds once they're planted?

- For Adults: _____
_____ *Elements* _____ *On Being Pentecostal*
_____ *Bible Study* _____ *Other*
- For Teens/Hyphen: _____
- For Children: _____
_____ *Elements for Children*

When you report to Children's Ministries, they will send you a digital version of *Elements for Children* for FREE! It is also available in French and Spanish.

- <https://upcichildrensministries.org/1-million-childrens-revival/>

In addition, *Elements for Children* is also available in print.

- <https://pentecostalpublishing.com/products/elements-for-children>

For more information: <https://pentecostalpublishing.com/pages/elements-landing-page>

Step 3: Develop the Seed

Minister intentionally to people/families in need.

For smaller churches, due to lack of resources, without foresight, this can easily be the weakest link. You can't help everyone, so focus your resources intentionally to grow your church.

2 Corinthians 1:3–4

³ Blessed be the God and Father of our Lord Jesus Christ, the Father of mercies and God of all comfort, ⁴ who comforts us in all our affliction, so that we may be able to comfort those who are in any affliction, with the comfort with which we ourselves are comforted by God.

Once you help people through their crisis, they will be able to minister to those who were like them.

<input type="checkbox"/> Food Pantries	<input type="checkbox"/> Special Needs	<input type="checkbox"/> Homeless
<input type="checkbox"/> Celebrate Recovery	<input type="checkbox"/> Deaf Ministries	<input type="checkbox"/> Home Connection

Discipleship takes time and effort. If you don't minister to the basic needs of your families, they will be lost again once they find other methods to meet their needs.

You must make intentional efforts to get into the home and demonstrate a better way to live—the path of holiness.

Your ministries need to be connected, working as a body geared toward discipleship.

Step 4: Bring It to Harvest

Training is not a moment; it is a process. Our intentional moments of Bible study are in decline. Before Covid, were we teaching the next generation that church attendance was enough?

What is your long-term plan for discipling your church to prepare them for the harvest?

<input type="checkbox"/> Sunday morning Sunday School?	<input type="checkbox"/> Sunday evening service?
<input type="checkbox"/> Sunday morning service?	<input type="checkbox"/> Midweek service?

In the past, what have you used?

<input type="checkbox"/> Word Aflame?	<input type="checkbox"/> The Discipleship Project?
<input type="checkbox"/> Kid's Power Hour?	<input type="checkbox"/> Other?

How are you planning to break into your families' day-to-day routines?

GAME CHANGER: *God's Word for Life* is coming in Fall 2021.

- *God's Word for Families*—A daily family devotional that aligns with the curriculum.
- *God's Word for Life: KIDS*—New line of curriculum with emphasis on discipleship.
- *MOVE! Kids*—Children's Church curriculum designed for ages 5–12.

The primary goal of this class is to teach you how to develop your own object lessons.

This class is structured to be an interactive workshop, where we will collectively create object lessons tailored to your needs, using feedback from the classroom environment. Each session is unique, ensuring that you leave with practical and applicable object lessons for your ministry.

- **Why should I use Object Lessons/Visual Effects?**

- Any time Jesus tried to make a lasting impression with a story or lesson, he would use an object.
 - The Lost Coin (Luke 15:8-10)
 - “Look at the Fig Tree” (Luke 21:29-31)
 - Cursing the Fig Tree (Luke 13:6-9)
 - The Lost Sheep (Matthew 18:12-14)
 - Workers in the vineyard (Matthew 20:1-6)
- “Children (and adults) retain more of what they see than what they hear.”
- When learning, you must try to appeal to all five senses.
- Appealing to all five senses is the best way to make a lasting impression.

- **What is an “Object Lesson/Visual Effect?”**

- A visual means of teaching scripture.
- Using “things” to portray Biblical principles.

- **The Start**

- What do I want to say?
- How do I want to say it?

- **The Process**

- What is it?
- What does it do?
- How does it relate Spiritually?

“To see is good; to hear and see is better; to see, hear, and touch is great; to see, hear, touch, and smell is fantastic; but to see, hear, touch, smell, and taste is AWESOME!!”

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MINISTERING TO CHILDREN WITH DISABILITIES

So you want a ministry that looks like Jesus?

Mathew 4:23–24: ²³ And Jesus went about all Galilee, teaching in their synagogues, and preaching the gospel of the kingdom, and healing all manner of sickness and all manner of disease among the people. ²⁴ And his fame went throughout all Syria: and they brought unto him all sick people that were taken with divers diseases and torments, and those which were possessed with devils, and those which were lunatick, and those that had the palsy; and he healed them.

The Elephant Man

Your new student has arrived. His name—Joseph Merrick, better known as the Elephant Man. Merrick’s worsening skin and bone condition, as well as a lameness incurred by a childhood fall, left him unable to find income other than to put his grotesqueness on display. To onlookers, Merrick would use the following poem, adapted from “False Greatness” by Isaac Watts, to describe his condition.

*‘Tis true my form is something odd,
But blaming me is blaming God;
Could I create myself anew
I would not fail in pleasing you.
If I could reach from pole to pole
Or grasp the ocean with a span,
I would be measured by the soul;
The mind’s the standard of the man.*

- Was Merrick happy with his condition or would he have preferred to be different?

Children do not choose to be who they are. We need to receive them in love and put them on the healing path.

Have you ever been greeted by this student from Mark 5:6–10?

“When Jesus was still some distance away, the man saw him, ran to meet him, and bowed low before him. With a shriek, he screamed, ‘Why are you interfering with me, Jesus, Son of the Most High God? In the name of God, I beg you, don’t torture me!’ For Jesus had already said to the spirit, ‘Come out of the man, you evil spirit.’ Then Jesus demanded, ‘What is your name?’ And he replied, ‘My name is Legion, because there are many of us inside this man.’”

So what should you do when an obstinate child or a child with special needs arrives in your classroom? This is your opportunity to minister like Jesus!

- Create a safe environment
- Look for teachable moments.
- Recognize if you are you dealing with Special Needs.
- If you are confronted with a special need that you are unfamiliar with, connect with ABLE Ministries on Facebook. Specialized parents and teachers will help you find the best way to reach and teach like Jesus.
- Try to involve the parent! Ask them to fill out a Spiritual IEP

Common Behaviors that Might Occur

- They may shut down, refusing to talk or move.
- They may act out, either aggressively (throwing, hitting) or non-aggressively (being silly, yelling, crying). Both disrupt a classroom.
- They may lag in social skills, which makes group activities difficult.
- They may lag in executive-function skills, meaning they are not goal oriented.

You and the parents form a team! When parents are involved, here are questions to ask:

- Is there a medical cause for their behavior? Find out the diagnosis, conditions, and if there is medication involved.
- How do they do at school? Discuss their educational goals and specialized teaching strategies.
- Is there a plan for learning and correcting behavior? What incentives and consequences are used to correct misguided behavior.
- Are there specific behaviors to be aware of? Are they aggressive, do they act out, cry, or inflict self-harm?

Assess what needs to be done to meet their needs. Again, the goal is to teach like Jesus.

- Do they need special equipment, like chairs, mats, charts, or a soothing room?
- Can you prepare special games or activities leveled for their specific needs?
- What incentives can you provide, like stickers, snacks, bubbles, and fidgets?
- Can you develop a communication system that will help them learn?

To reach EVERY child, you may need to break the rules! Make healing the goal, which means you may need to lose some rigidity.

Here are some things to think about as you implement your plan.

- Provide a safe environment for all students. Nobody should be carrying wheelchair up stairs to get to class. Move the class! Similarly, children should not be put at risk to a child's aggressive tendencies. Alternatives must be sought. When it doubt, err on the safe side.

- Be consistent in your lesson structure. Structure gives security. Behaviors often come out when students feel anxiety or unsafe
- Post a schedule (which is good classroom management).
- Install guidelines and expectations and go over them with both students and parents.
- Be consistent! Teaching rotations may be practical, but they don't work. Can you imagine a rotational pastor!? A consistent face eases anxiety.

How do you communicate with a child?

- Watch your TVC: Tone, volume, cadence
- Make eye contact
- Respect child's space
- Watch non-verbal cues and avoid power struggles
- Offer choices
- Use communication boards and charts
- Stay positive

How do you calm a child who is upset?

- Stay calm yourself and remember your communication strategies.
- Acknowledge their feelings: "I see you are getting frustrated . . ."
- Ask, "What do you need?"
- Say, "How can I help you?" Sometimes once the problem is explained, it can be fixed.
- Refer to the schedule or their behavior expectations

How do you redirect when a child who is refusing?

- Stay calm and stay consistent in a firm but loving manner
- Offer two choices, giving the positive first.
- Follow through with your spoken consequence.

If child is aggressive or acting out, a separate plan that is specific to that child needs to be in place. Review this plan with your staff and have a codeword to implement it.

- Have a assistance ready as needed.
- Have a plan in place to remove the audience. Go over this with your children like a fire drill (perhaps blending it into one of your object lessons).
- Train your staff to remove the student to another location.
- If they will not move, train your children to go elsewhere if necessary.

Fostering the Foster Family

Fostering Itself

Where can we begin? We can start by qualifying Apostolics to become foster families. Imagine if every Apostolic church had just a few homes willing to open their hearts—how many more children could experience the love of God at one of the hardest moments of their lives?

You can be single and become a foster parent. You don't have to be married. You can be divorced. These kids just need someone who will show them unconditional love and support.

CASA

A CASA is a Court Appointed Special Advocate, a trained community volunteer appointed by a judge to advocate for the best interests of an abused or neglected child in foster care. CASAs work to find safe, permanent homes for children by providing reports and recommendations to the court to ensure the judge has comprehensive information for well-informed decisions.

What do CASA volunteers do:

- They investigate cases by reviewing records and interviewing everyone involved with the child, including family members, social workers, teachers, and service providers.
- Then they report to the court, providing written reports and testimony at hearings to ensure the judge has a complete picture of the child's situation.
- A CASA volunteer advocates for the child, trying to bring them to the best possible outcome, providing stability for a child going through a confusing and often lengthy court process.

CASAs are unpaid volunteers who are committed to the child for the duration of their case. Volunteers receive initial training and ongoing education. Being a Court Appointed Special Advocate is an opportunity to extend your ministry beyond the pulpit, directly influencing the lives of children who desperately need a helper.

Transitioning Kids who Age Out of the System

Sadly, every year, thousands of teenagers in foster care “age out” of the system when they turn eighteen. These children, many who have never experienced the love of family, enter the world without a support network or plan for the future. These young adults suddenly face adult responsibilities—housing, employment, education—without the safety net that most of us have had. Too many fall into cycles of homelessness, addiction, or incarceration simply because they lacked a caring community to guide them.

What an opportunity for discipleship! The church can step into this gap and become the mentors they never had.

What if our churches provided mentorship, job training, life-skills classes, or even safe housing for those stepping out of foster care? Beyond meeting material needs, these ministries could surround aged-out youth with spiritual guidance, emotional support, and the love of Christ—things the state can't provide, but the body of Christ is uniquely equipped to give. By investing in these young adults, we can break abusive cycles and raise up future leaders who know they are loved, valued, and chosen by God. Imagine the testimony of a young person who says, “When the system let go of me, the church took me in.”

Fostering the Foster Family

So, when a foster family enters our churches, how do we make them feel? Nobody casually becomes a foster parent. Usually, God has just placed it on someone's heart to get involved and make a difference. By becoming a foster parent, finances will be stretched, houses will be crammed, and life will become chaotic as you welcome a child with tons of emotional baggage into your home.

Fostering the Foster Family could be a ministry within your church, or district where foster families receive the support they need from the body of Christ.

Questionnaire for Foster Families

General Support

- How are you doing—physically, emotionally, and spiritually?
- What part of fostering feels the hardest right now?
- Are you getting enough rest, or do you need a break?
- How can we pray specifically for you and your family this week?

Household Needs

- Is there a meal or grocery run that would help lighten your load this week?
- Are you in need of clothes, diapers, car seats, or other supplies?
- Do you need help with laundry, cleaning, or yardwork?
- Are there house repairs or projects you have had to put off because of time or energy?

Child-Related Support

- How are your kids doing with schoolwork or homework? Would tutoring help?
- Are there extracurricular activities we can help with—sports, music, etc.?
- Do the kids need rides to appointments, therapy, or visits?
- Would respite care (even a few hours) help give you a breather?

Family Dynamics

- How are your biological kids handling the changes?
- Do you and your spouse/partner get any time alone? Would childcare help with that?
- Are there any behaviors you feel unequipped to handle that we could find resources or training for?

Encouragement & Connection

- Do you have someone to talk to when fostering feels overwhelming?
- Would you like us to connect you with other foster parents in the church?
- What can we celebrate with you this week?

Effective Children's Church

David Moore

Introduction:

In this outline, we've highlighted some important things to consider when creating a Kids Church. It's not a complete list, but we'll discuss more in our live class. Feel free to ask any questions during or after the class. Things to Consider:

Room: Consider the location of your room for the following:

- **Sound:** Ensure audio quality for clear communication.
- **Video:** Incorporate visual aids to enhance learning experiences.
- **Check-In:** Implement an efficient check-in system for security.

Department Heads

- Five primary departments:
 - Lead/Discipline: Provide leadership and maintain discipline.
 - Sign-In: Manage the check-in process.
 - Action Songs: Engage kids through lively songs.
 - Object Lessons: Use props for interactive teaching.
 - Story: Share memorable stories to convey lessons.
- Assign a responsible person for each department.

How to Layout Your Kid's Church Room

- Plan the physical layout of the space to maximize engagement.

Schedule

- Allocate 3-5 minutes per segment.
- Clarify roles and determine what content to teach.

Games

- I'm not a big fan of games. They do have their place but don't overdo it.
- Consider time constraints when planning activities.

Behavioral Change vs. Heart Change

- Focus on nurturing values and character, not just rules.

It's Called Kids Church - Not School

- Create a fun and interactive learning environment.

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Segments for Kids Church

Rev. David Moore

Welcome to developing segments for your Kid's Church! This handout provides an overview of the various components that can create a more powerful and engaging worship and learning experience for children.

What Are Segments?

Segments in Kids Church are distinct parts of the overall program, each with a specific focus and purpose. There should be a nonstop process from the moment the children walk into your Kid's Church until they walk out the door. This nonstop process eliminates a lot of discipline issues, keeps kids engaged, and allows freedom to your staff because they know what's happening next. Each segment plays a crucial role in shaping your Children's Church as well as their walk with God.

Why Segments?

Segments allow for a structured yet flexible approach to children's ministry. We should make sure that each child is engaged, taught, and inspired. By breaking down the program into manageable parts, children can better absorb the lessons, participate actively, and avoid overworking your staff.

What to Expect in This Class:

This class will outline various segments that can be included in your Kids Church program, from the energetic and interactive **Action Songs** to the reflective and deep **Main Story**. For each segment, you will find:

- **Title:** The name of the segment.
- **Description:** Briefly explain what happens during this part of the program.
- **Purpose:** The underlying goal or intention of the segment, highlighting its importance in the broader context of children's spiritual education.

The goal is to equip you with ideas and insights into creating a Kid's Church program that is educational, exciting, and fun enough to keep your kid's attention. Creating a Kid's Church with NO "Dead Spaces" will dramatically revolutionize your Children's Ministry. Whether you are new to children's ministry or looking to enhance your existing program, these segments offer a foundation for crafting memorable, meaningful, and transformative Children's Ministry.

What We Will Cover:

In this course, we'll begin by exploring the four foundational segments of Kids Church. Following that, we will introduce seven innovative segments that may be new to you, broadening your toolkit for creating engaging children's ministry experiences.

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Understanding the Power of Kid's Worship

Outline & Notes

Patti Roberts

As children's ministry workers, we must understand that how we approach teaching the principles and concepts of the Word of God to our children is vital to what they receive. Our purpose is to lay the foundation of truth which can be built upon as they grow in age with knowledge and understanding. To do that effectively, we must get into their world and understand how they view the world they are in. Teaching not through the eyes of an adult but through the eyes of a child. Journey with us as we explore a foundational understanding of worship and the power that is released when a child worships.

I. What is Worship?

- a. Worship being taught to kids at a foundational level of understanding can be best explained as when we use our body and our words to lift up, exalt and love on Jesus. We do this by acknowledging Him with our words for who He is such as: King, Savior, Lord, Master, etc.
- b. Worship should be an outward expression of an inward understanding of who God is.

II. What are some of the ways we use our body when we Worship?

- a. Clap: Psalm 47:1
- b. Leap for Joy: Luke 6:23
- c. Sing: Psalm 105:2
- d. Shout: Psalm 47:1 & Psalm 32:11
- e. Dance: Psalm 149:3
- f. Raised Hands: Psalm 134:2 & 1 Timothy 2:8

III. Worship through the eyes of a child.

- a. What are some of the normal daily activities of a child which may mimic how we use our body to worship?
- b. How can we help a child understand the difference between their normal activity of play and worship unto God?
- c. We give them an understanding of the difference through knowledge and demonstration. (*Worship Illustration*)

IV. What happens when we Worship?

- a. Preparing of our heart (*Play-doh Illustration*)
 - i. Who is responsible for my heart?
 - ii. What happens to my heart when I am exposed to the things of the world? Matthew 13:1-23
 - iii. True worship starts the process of softening my heart to receive the seed which is the Word of God.
- b. It helps to bring your thoughts into focus and fulfill Deuteronomy 6:5.

V. How does God respond to our Worship? (*Illustration*)

- a. “*But thou art holy, O thou that inhabitest the praises of Israel.*” (Psalm 22:3)
- b. What should we do when He inhabits our praises?
 - i. Acknowledge His Presence.
 - ii. Respond to His Presence.

VI. Why is teaching worship to our kids important?

- a. It is the gateway to entering into His presence.

b. It is a determining factor on what they will receive from the Lord.

c. It is important to their relationship with Jesus.

VII. How can we be intentional when teaching our children about worship?

a. Give them knowledge.

b. Demonstrate that knowledge.

c. Allow them to experience that knowledge.

VIII. What is the POWER of kids' worship?

a. In Matthew 21:12-16, we find the children worshiping Jesus in the temple.

The scribes and chief priest did not like it and tried to get Him to stop them. He quotes an Old Testament scripture.

b. Psalm 8:2 reveals the power a child has when they worship.

c. How do we unleash this power within our services?

IX. Are we raising a generation of kids who KNOW the God they are worshiping?

John 4:3-24

Give Knowledge...

Demonstrate that Knowledge...

Let them Experience that Knowledge...
BE INTENTIONAL IN ALL YOU DO!

Understanding the Power of Kid's Worship

Note(s)

[illegible]

From the Door to an Altar

Outline & Notes

Patti Roberts

In order to fulfill the purpose of the ministry which one has been called unto, one must be INTENTIONAL in all that is done within that ministry. From the time a child enters the door of our classrooms until they are dismissed, it is vital that we know and understand the purpose which we are fulfilling in the kingdom of God in that precise moment of time. Whether we are in a classroom discipleship setting, children's church service, or a kids revival/evangelist service in all of these areas, we are there to train and equip while ministering to their spiritual needs. We have sought after God with prayer and fasting and have a plan for that class/service. We have studied the lesson plan and are prepared to present the Word of God. In all that we have done in preparing for, let us not forget that they are children. It is our responsibility as spiritual leaders to lead them from the door to an altar, from the physical realm to the spiritual realm.

1. The Principle of a Threefold Cord. (*Ecclesiastes 4:12*)

- a. Establishing the foundation of a threefold cord.

- b. What does that look like concerning the spiritual growth within the life of a family/child? (*Ephesians 4:7-16, Matthew 19:13-15, Mark 10:13-16, and Luke 18:15-18*)

2. The Principle of the Sower (Parable of the Sower). (*Matthew 13:1-23, Mark 4:1-20, and Luke 8:4-15*)

- a. The Seed (The Word of God.)

b. The ground/soil (The condition of the heart.)

c. The Sower (Teachers, Children's pastor, evangelist)

3. Consider the Field.

a. What is the Field?

b. Who is responsible for what happens within that field?

c. What can we do to help prepare the ground within our field?

4. Understanding the Responsibility of the Keeper.

a. From the Door to an Altar.

b. From the Physical Realm to the Spiritual Realm.

5. The Process of Preparation: Steps of Engaging.

a. Step 1: Engage them with you as the teacher, individually.

- b. Step 2: Engage them with the class and what is going on within the class.

- c. Step 3: Engage them with the Spirit of God (Worship Concept/worship). (*John 4:23-24 and Genesis 1:1-3*)

- d. Step 4: Engage them with the Word of God (Presenting the Word/The Lesson). (*Psalms 119:105 and Psalm 119:11*)

6. Creating an Altar Experience. (*Jeremiah 29:13*)

- a. The importance of an Altar.

- b. Making it Personal.

- c. Grow in their relationship with God.

- d. Covering up the spiritual seed which has been sown. (*Matthew 13:1-23, Mark 4:1-20, and Luke 8:4-15*)

7. Conclusion: (*Matthew 19:13-15, Mark 10:13-16, and Luke 18:15-18*)

From the Door to the Altar

Note(s)

[illegible]

Praying Kids: The Next Generation

Outline & Notes

Patti Roberts

When addressing the topic of prayer, the lenses in which the person is looking through will determine the mindset of their opinion on the subject. We must return to the scriptures in order to establish the true meaning of what prayer is and how we are to effectively teach our kids its importance. For prayer is not something we do but it is a part of who we are. Prayer is not something to just learn the knowledge of but something which also must be experienced and developed. In this session, let us return to the foundation of prayer in order to establish strong roots within our ministry to help ground the next generation of praying kids.

- I. As children ministry workers, first we must establish the purpose of this ministry and the power of influence we have been given within a child's life.
 - a. Purpose according to scripture:
 - i. Proverbs 22:6 reads, *"Train up a child in the way he should go: and when he is old, he will not depart from it."*
 - b. There are four steps in the process of training which must be taken.
 - i. We must give them knowledge of the Word of God.
 - ii. We must demonstrate that knowledge that we are imparting into our kids.
 - iii. We must allow them to experience that knowledge.
 - iv. We must cover what we have given them with prayer.
- II. The power of influence we have been given within a child's life.
 - a. Matthew 19:13-14 reads, *"Then were there brought unto him little children, that he should put his hands on them, and pray: and the disciples rebuked them. But Jesus said, Suffer little children, and forbid them not, to come unto me: for of such is the kingdom of heaven."*
 - b. We have the power to:

- i. Keep them just out of His reach.
 - ii. To bring them into His presence at His feet.
- III. Let us establish first what is prayer.
 - a. Is it communicating with God?
 - b. Is it building a relationship with God?
 - c. What is the difference between communicating and a relationship?
- IV. What are the different kinds of relationships?
 - a. Acquaintances.
 - b. Family.
 - c. Friends.
 - d. Best Friend
 - e. Intimate.
- V. Looking through the lens of prayer as being a relationship with God, what does prayer look like within the scriptures? Do we find just communication or the building of a relationship with God?
 - a. Examine Abraham's Life. (*Genesis 15, 17, 18*)
 - b. The Life of Moses (*Exodus 3, 4, 5, 14, 19, 20, 32 and 34:1-6*)
 - c. Joshua (*Exodus 33:11, Joshua 1:1-9 & 10:1-15*)
 - d. The life of Elijah (*1 Kings 17-22/2 Kings 1-2 and 1 Kings 18:36-37*)
 - e. Adam and Eve (*Genesis 3*)
- VI. Looking through the eyes of our kids concerning prayer:
 - a. What are we demonstrating before our kids?
 - i. In our actions?
 - ii. In our teachings?
 - b. What scriptures are we teaching and demonstrating to our kids concerning prayer?
 - i. Those which speak Communication?
 - 1. Mark 11:23-24
 - 2. Matthew 21:21-22

3. Matthew 7:7-8

ii. Those which teach Relationships?

1. John 10:27-28

2. Jeremiah 29:13

3. 2 Chronicles 7:14

VII. Take a journey with me in your mind's eye to the kids in your ministry.

a. What are they doing during prayer time?

i. In your classroom?

ii. In children's church services.

iii. In the prayer rooms?

iv. In the altars during family services?

b. How are they praying, can you hear their words?

i. In your classroom?

ii. In the prayer rooms?

iii. In the altars?

VIII. Consider the root system of a tree. There are two main types of root systems.

(Illustration.)

a. We have the tap root system, known as Dicots, which has a main root, which grows deep down vertically into the ground.

b. We have the fibrous root system, known as monocots, which are very fine branches of roots, which are very shallow in the ground.

c. What kind of root system, in prayer, are we helping to establish within the lives of our kids?

IX. Can our kids come to church and still not know God in a relationship through prayer?

i. Let us consider 1 Samuel 3 when answering this question.

ii. What do they know of Jesus, or do they know Jesus?

X. How important is a relationship with God?

a. Matthew 7:21-27

XI. Conclusion

Praying Kids: The Next Generation

Note(s)

[illegible]

Whose Kids Are Those?
Darrel Sparks

“My little children, of whom I travail in birth again until Christ be formed in you,”

Galatians 4:19 KJV

“But now thus saith the LORD that created thee, O Jacob, and he that formed thee, O Israel, Fear not: for I have redeemed thee, I have called thee by thy name; ***thou art mine.***”

Isaiah 43:1 KJV

I. DECLARING OWNERSHIP

A. “Thou Art Mine”

1. Who made this declaration? _____
2. What did God know about them? _____

B. Declaring Ownership Assists in Teaching

1. Israel had failed to _____. (Is.42:18 – 25)
2. The two primary ways we learn are _____.
“Hear ye deaf; and look, ye blind, that ye may see.” (v. 18)
“Seeing many things, but thou observest not; opening the ears, but he heareth not.” (v. 20)
3. Does this describe any of the kids in your classroom? _____
4. God reflects on His time of _____. (vs. 24 & 25)
5. God begins chapter 42 with a _____.
A declaration of ownership in spite of their lack of _____.
6. Rights of Ownership are often obtained by an _____ of some type.
“He formed thee” and “I have redeemed thee”
7. You have no right to _____ if you are unwilling to make an investment

II. THE BENEFITS OF BELONGING

A. Rights and Benefits

1. The kids need to know that you will be _____. (Is. 43:2)

III. TAKING OWNERSHIP

A. "Taking Ownership" Defined

1. "Taking Ownership means _____ that you are _____ for executing a particular _____. It's also means being _____ for a project within your job description."

B. Squatter's Rights

1. "Squatter's Rights is a legal allowance to use _____ in the _____ of _____ by the _____. This right may eventually be _____ to the property _____."

C. Eviction Notice

1. _____ of "Squatter's Rights" are achieved when _____.
2. God declares ownership by _____. "I gave Egypt for thy ransom, Ethiopia and Seba for thee." (Is. 43:3)

IV. NEW TESTAMENT DECLARATION OF OWNERSHIP

A. "My Little Children"

1. "My" is a "Possessive Adjective" or "Possessive Determiner"
2. Apostle Paul was taking _____.
3. Another example of Apostle Paul's declaration of ownership. "Unto Timothy, my own son in the faith. (I Timothy 1:2)
4. The two letters that were written by Paul to Timothy are a _____ of both Timothy's salvation and his future.
5. "I'm _____ to maintain ownership".
Paul was a very busy man, but his interest in Timothy's well-being caused him to _____ to instruct Timothy.

V. DEMONSTRATING OWNERSHIP

A. Jude 1:22 & 23

1. Sometimes there must be an _____ to establishing right of ownership.
2. We need to cultivate _____ when it comes to the salvation of "_____"
3. If any of "My Students" go to Hell; it'll be over _____
 - i. _____.
4. If any of "My Students" go to Hell; they'll have to push away _____ because I'm going to be tugging with _____ to pull them out of the fire.

VI. THE OBJECTIVE OF TAKING OWNERSHIP

**A. “My Little Children, of whom I travail in birth again
_____”. Galatians 4:19**

1. Until Christ reigns as King of kings and Lord of lords, and until you wholly and entirely embrace His Doctrine.

a. Until “_____” be formed in you.

b. Until they become “_____”.

**So, Whose Kids Are Those? I’m
proud to say, “My Kids”!**

What's In Your Atmosphere?
Darrel Sparks

Atmosphere

“the pervading tone or mood of a place, situation, or work of art” Your _____

reveals your _____.

Ephesians 2:2 (KJV)

*Wherein in time past ye walked according to the course of this world, **to the prince of the power of the air,**
the spirit that now worketh in the children of disobedience:*

Mark 3:27 (KJV)

*No man can enter into a strong man's house, and spoil his goods **except he will first bind the strong man;**
and then he will spoil his house.*

There are two major elements

1. _____ which includes _____, _____, _____, _____.
2. _____ which includes _____, _____, _____.
3. The _____ can and will affect the _____.
4. Be careful what you bring _____ that will affect the _____.
5. Atmosphere is a _____ and _____.
6. How can I measure my atmosphere? _____
7. There are always both _____ and _____ elements in the atmosphere.
8. The key is to make sure that the _____ outweighs the _____.
9. We too often try to use _____ to connect with the kids, but instead, we inadvertently connect them to _____.
10. Your _____ affects the _____ of your classroom.

**We are in a Spiritual battle, and we
need the Almighty God.**

Colossians 1:16 (KJV)

“For by him were all things created, that are in heaven, and that are in earth, visible and invisible, whether they be thrones, or dominions, or principalities, or powers: all things were created by him, and for him:”

Understanding the Spiritual Atmosphere.

11. Colossians 1:16

12. Colossians 2:9 – 15

Colossians 2:10 (KJV)

“And ye are _____ in him, which is the head of
_____.”

Verse 15 (KJV)

“And having spoiled _____ and _____,
he made a shew of them openly, _____ over them in it.”

Luke 10:19 (KJV)

“Behold, I give unto you power to tread on serpents and scorpions, and over all the
power of the enemy:
and nothing shall by any means hurt you.”

**Testimonial Luke
10:1 -3 (KJV)**

Verse 17

“And the seventy returned again with joy, saying,
Lord, even the _____ are _____ unto us through _____.”