KIDSHUBS TRAINING GUIDE

VERSION 2

	Making Active Disciples				
Level 2	6 – 9 hours				
		MODULE TOPIC	TIME	PAGE	
	KH1.1	A Biblical foundation for KidsHubs	90 minutes	3	
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Instructions

Below is a suggested program for KidsHubs training. You may add other sessions as you see necessary. If you had more training opportunities, then it would be very valuable to practice the skills of identifying and skillfully using 'teachable moments.'

To complete the training you will need sessions from the CYCAS global training package. Specifically you will need CYCAS foundations level 1, Child protection, and Max7 levels 1 and 2. Below is an outline of a 2-day training with additional sessions if more days are available for training. Search for these in the CYCAS Global Training Package library at www.max7.org/cycas

KidsHubs training - 3 day program		
Day 1 -	- Foundations	
KH1.1	Biblical foundation for KidsHubs	
KH1.2	Creative solution finding	
KH1.3	Demonstrating KidsHubs	
M2.4	Answering children's questions on life and faith	
M2.5	Teachable moments	
Day 2 -	- Learning together	
KH1.6	Leading a small group	
M1.2	How children and young people learn (find at www.max7.org/cycas)	
KH1.4	Designing KidsHubs sessions	
C1.5	Learning through games (see separate manual or find at www.max7.org/cycas - foundational training level 1)	
KH1.5	Models of KidsHubs & KidsHubTV (Information to be shared throughout the training)	
Day 3 a	and 4 – Optional sessions for more days	
M1.5	Helping children grow in faith (find at www.max7.org/cycas)	
M1.3	Understanding a young person's world (find at www.max7.org/cycas)	
C1.7	Relational leadership (Optional) (find at www.max7.org/cycas)	
M2.3	7 Ways training (find at www.max7.org/cycas)	
C2.1-1.	4 Child protection (find at www.max7.org/cycas)	

KH1.1

BIBLICAL FOUNDATION FOR KIDSHUBS

90 minutes

OUTCOME

At the end of this module participants will be able to understand the Biblical basis of KidsHubs.

STEPS IN THE LESSON

1. Warm-up	10 min
2. Passing faith to the next generation	20 min
3. Children's strengths and the Kingdom of God	15 min
4. Jesus and making disciples	30 min
5. Wrap-up	15 min

WHAT YOU WILL NEED

- Coloured sticky notes (Post-it) 4 different colours
- Bibles
- Flip chart and markers

BIBLICAL FOUNDATION FOR KIDSHUBS SESSION OUTLINE

1. Warm-up

10 min

Name game

Each person in the room calls out their name 5 times putting special emphasis on the first letter. Each person must find others whose names begin with the same first letter.

Write your name

Each person must write their name in the air with their finger. Do it again using the elbow as the pencil. Do it again using the foot. Now do it with the other foot. Now do it with the head. Then do it with your whole body.

Say; 'In this training we will be doing many activities to help us think in different ways. It will be exciting and challenging...are you ready?'



Pair and share

In pairs, discuss what we want for the children of the next generation.

After 2 minutes, listen to some of the responses of the participants.

Read Deuteronomy 6:1-3

What principles are described in this scripture? (Fear of and obedience to God, living a long life, close relationship with God, enjoy life, increase in numbers, plentiful land, living under promises of God)

Ask the group if this summarizes what we desire for the next generation of children.

Pair and share

Talk about how we pass on our Faith in God to the next generation. Think about us as individuals and as the church. What has been successful?

☐ Team challenge- Photo frame on Deuteronomy 6:4-9

In groups of 4, read Deuteronomy 6:4-9 again and discuss what principles come out of the passage about passing on faith to the next generation. (Constant opportunity 24/7 and creativity)

Focus on verses 7-9. Now choose a practical example of how passing on faith might look in today's world. *Eg on a football field, in a dance lesson, or at a skate park.* Each group of 4 must create a 'photo frame' which shows this scene. After 60 seconds of planning, each group must show their scene to other teams as they guess what the scene was about.

Ask the whole group what are all the different places where 'passing on faith' happens? (For example: in a family, 2 peers, sports club, Sunday school, School group, after school club, camp, holiday program).

Ask the whole group to summarize these major principles. Write these on a flip chart for everyone to see.



3. Children's strengths and the Kingdom of God

15 min

■ Brainstorm children's strengths

Play a short game that breaks people up into groups of 3. (different people to those you have been with so far in the training)

Say: 'We often think of adults as experts and children dependent and needing everything. Let's turn this upside down! In groups of 3, brainstorm a list of all the things that children can do better than

adults. (eg get into small spaces, ask questions, learn new things etc)

Share thoughts

Talk to your group of 3 about what you were really good at as a child. Why did you become good at it? What made you love this activity?

Ask a few people to share ideas to the whole group. What principles came through these responses?

☐ Bible search

Stay in groups of 3 and work for 10 minutes. Use the Bible to find examples of what children have been able to contribute to the Kingdom of God. There are many examples in scripture. E.g. Mark 9:33-37, John 6:1-15, 1 Samuel 17

Ask each group to give an example that no other group has given.

Draw the ideas together and ask what we have discovered through this.

Children are very capable.

Children are important to the Kingdom of God.

4. Jesus and disciple making

30 min

Sticky note mosaic

This activity can be done on the floor or on a wall, depending on what would work best with the size of the group and the room you have. For the purposes of this guide the process will be described on the floor. The mosaic will build up as each new question is answered on a different coloured sticky note and put on the floor. The whole mosaic will be built by adding concentric circles of different colours.

Read Matthew 19:13-15

As the passage is read write the word '**Jesus**' and put it into the middle of the space.

- 1. Jesus said... 'let the little children come to me.' Ask each person to write on a **BLUE** sticky note *what it means to help bring a child to Jesus*. Stick these around the word 'Jesus' so that you create a mosaic circle.
- 2. On a **GREEN** sticky note, *write down some of the things that* **God wants for our children.** Include intellectual, physical, and emotional.

Say: 'Jesus said... let the little children come to me...do not hinder them.' Think about this.

On a PINK sticky note, write down the things that hinder children coming to Jesus. Add them to the mosaic.

Small group discussion

In groups of 4 people, discuss how practices in the church and families hinder children coming to know Jesus. Share some of these ideas with the whole group afterwards.

Search the Bible for Jesus' discipleship principles

In the groups of 4, spend 10 minutes looking up scriptures in the Gospel of Mark to see the principles of how Jesus discipled others.

Start with these scriptures and go on to others.

Mark 3:13-19 Mark 6:7-12

After 10 minutes draw out these principles from the stories of Jesus.

PRINCIPLES

- 1. Jesus focused on a few (Mark 3:13-19, Jesus calls 12 disciples)
- 2. Jesus modelled relationship and love
- 3. Jesus connected with their real life (Mark 6:30-44, feeding 5000)
- 4. Jesus used 'teachable moments' (Mark 9:33-37, who is the greatest?)
- 5. Jesus often asked questions (Mark 8:27-30, who do you say I am?)
- 6. Jesus explored their questions
- 7. Jesus lived with disciples (Mark 1:20, 29)
- 8. Jesus gave them responsibility (Mark 6:7-12, send them out with authority)

■ What is modern children's ministry like?

We now have a good idea about how Jesus nurtured his disciples and helped them grow in faith. Let's look at how we do this in the church today.

How do we as The Church encourage children to grow in faith?

In groups of 4 discuss this topic. Make a table like the one below and fill in the blank column with ideas from how we do this in today's context.

Jesus' approach	Today's approach (Sunday school or youth club)
Jesus focused on a few (12)	Eg. Leaders need to 'control' many children but know few very well.
Jesus modelled relationship and love 24/7	
Jesus connected with their real life	
Jesus used 'teachable moments'	
Jesus often asked questions	
Jesus explored their questions	
Jesus lived with disciples	
Jesus gave them responsibility	

☐ Group discussion

Ask the group to identify important principles that the modern church has forgotten about discipleship. Discuss these together.

- What principles has the modern church forgotten?
- What changes need to be made in how we disciple young people?

5. Wrap-up

15 min

☐ Brainstorm how we connect authentically with children

4. On a **YELLOW** sticky note, write down the things children love doing that can help connect them to Christians and ultimately Jesus. Add them to the mosaic.

■ Explain KidsHubs

- KidsHubs is a global disciple-making strategy.
- It is a way a leader/s can pass on a godly way of living in a small group around a particular interest.
- Every moment is an opportunity to mold and disciple the next generation.

Say; 'Imagine walking alongside a small group of children and mentoring them to follow Jesus.

It uses those things children are already interested in (woodwork, computers, sport, gardening, music, cooking and life skills: hygiene, nutrition, first aid and safety) as the basis for making disciples with God's Word.

It is about leaders developing a closer relationship with a smaller group of children over time. Leaders are not just running a program but rather are running alongside with the children's passions, engaging and directing and discovering things together while bringing God and His Word into that mix.

It is about leaders using <u>teachable moments*</u> to pass on their faith - modeling to children what discipleship looks like in a whole life.

Pray and dream

Pray and imagine what it would be like to find a more relevant model of making young disciples. Share your ideas with someone else.

'I wonder what a Kidshub could look like in your country, in your culture, in your village, in your neighbourhood.'

Reflection

Ask each person to sit alone and think about these questions.

- What are the key ideas from this session?
- What changes do you want to make in your thinking about children and discipleship?

Next sessions

Over the next few days we will be exploring different aspects of KidsHubs. Each will be like a building block, which will be added together to create a beautiful building.

- Creative solution finding
- Explore different models of KidsHubs being used across the world
- How to design a KidsHub experience
- Explore the KidsHub resources and opportunities available
- How to lead a small group
- Other modules such as 'Teachable Moments' or 'Learning through Games'

■ END session KH1.1



KH1.2

CREATIVE SOLUTION FINDING

110 minutes

OUTCOME

At the end of this module participants will have specific skills in creative thinking.

STEPS IN THE LESSON

1. Warm-up	10 min
2. Why is creative thinking important?	20 min
3. How the brain works	15 min
4. Process of creative thinking	30 min
5. Practical application	30 min
6. Wrap-up	5 min

WHAT YOU WILL NEED

- Bibles
- Video projector and sound, 'Parable of Talents' video

CREATIVE SOLUTION FINDING TRAINING PROGRAM



10 min

☐ Circle photo frames

The whole group stands in a circle. Number off people around the circle so that there are 5 people in each group. As the leader calls a group's number, they must come to the middle of the circle and receive instructions about what they are to do together. All of them must collaborate to accomplish the task quickly. An instruction will consist of one word. The team must arrange themselves without talking in a way that suggests this word. Eg tree, wedding, sofa, restaurant, funeral, flower, etc. They then go back to their place in the circle before another team is called to the middle.

The team needs to listen carefully and work spontaneously. Keep the game moving quickly inviting one group after another to the center to act out a new word each time.

Watch video 'Parables of the Talents' (see www.max7.org.au)

After watching the video sit in groups of 3 people and discuss these questions.

- Why do you think the 3rd servant hid his talent?
- What was the master's response?
- What opportunities and resources has God given you?
- Why do you think we sometimes act like the 3rd servant?

Pray for each person in your group.



2. Why is creative thinking important?

20 min

Pair and share

How are you creative? What ways do you show your creativity?

Explain the nature of creative thinking

Ask the group to define creativity. Take some answers from the group before you explain creativity. Link their answers with what you say.

Creativity is not a gift. It is not confined to art and music. It's about *creative solution finding*. It is about *innovation*. It is about finding innovative solutions to old problems. You can apply creativity to every job you do eg. manager, program coordinator, nurse or teacher.

Ask: where is the most powerful computer in the world at the moment? (Take some answers from the group before you explain). In us - every single one of you is carrying around the most powerful computer in the world – the human brain.

You are a genius! Not because of what you've done, but because of who God has made you, and we are connected to God. Psalm 139:14 says you are "fearfully and wonderfully made". God is the only truly creative being (bringing things into being out of nothing)... but we are made in His image.

Science tells us we only use a small part of our brains. When you think of your country or continent it is a place of abundant resources (natural, climate), but the greatest resource you have is your mind. Every single one is capable of incredible thought.

Practicing creativity- Mexican Karate

Say: The brain is like a muscle. If you don't use your legs they become weak. If you don't use your brain it becomes weak.

Stand in groups of 3 facing each other. Together play Mexican Karate. Each person puts their right hand behind their back. Secretly each person changes how many fingers are showing on their hand. On the count of 3, each person brings their hand to the middle. The first person to the count the total number of fingers wins. Repeat for fun.

Now do this again but instead of counting fingers, the group needs to arrange their outstretched hands and fingers to make an object. For example: bird, tree, the letter B, a rabbit, etc. The teams have to use creativity to come up with a solution. The leader will call out a different object each time. Play a few rounds of this.

Debrief

- What did you notice about this process?
- Did the process of being creative get easier or harder? Why?

Practicing creativity- Find a new job

Continue to work in teams of 3.

Exercise: create a solution for the future.

Decide who is person 'no.1', 'no.2', no.3'. Remember the numbers. Each person will receive a challenge and must complete it **on their own**. After that, the group will work together.

- No.1: think of one problem that is facing the world (anything a big challenge). Write it down.
- No.2: think of any job that exists in the world today. Write it down.
- No.3: think of any random object (anything). Write it down.

Now as a group of 3, put the three things together and come up with a brand new job that no one has ever thought of before. No limitations (money is not a problem, technology not a problem, everything is possible...). Combine to form a future job that will solve that problem. It's a fun activity, so come up with a crazy idea... the job might happen in 50/100/1000 years time... Talk together and come up with this brand new job.

What we've been doing just now is playing around with ideas and practicing creative thinking. How long does it take to become skilled at something? For example: Messi & football. Takes 10,000 hours to become excellent at something. Most of that is practice.

Pair and Share

What important aspects of creativity came through in these activities?

For example: new ideas are combinations of old ones, we need other people, collaboration is vital, and creativity is fun and energizing

Collect the thoughts from the group and discuss together.

3. How the brain works- pathways and roadblocks

15 min

Explain 'pathways' in the brain

Ask each person to draw their head and brain on a piece of paper. Draw neurons in the brain (dots). Now connect the dots with many lines following the same pathway.

Say: Let's take a look at the brain. The brain forms patterns when you repeat behavior. First time is hard but becomes easier for example: learning to drive - after a while you don't think about it. The patterns are important (you wouldn't want to re-learn everything you did every single day). But the down side of patterns is that sometimes in the ministry we do, we get so comfortable doing the same thing over and over again, it becomes very difficult to change. Many of the problems identified in the **PINK** sticky notes "things that hinder children coming to Jesus" (see KH1.1 'Sticky note mosaic' page 5) are due to the repetition of unhelpful things (at country, family, or church level). If we never stop to question why... we find ourselves stuck with these problems we don't know how to solve.

Explain connections and roadblocks

Say; 'Children's brains have 10 times as many *connections* as adults. Brain development occurs shortly after conception and progresses at a very rapid pace in the first few years of life, where neurons form new connections at the astounding rate of 700-1000 per second. These early connections form the basis of a person's lifelong capacity to learn, adapt to change, have resilience in case of unexpected circumstances, as well physical and mental health. While brain development can continue through life, it is most rapid before birth and through the early childhood period of life.

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How many questions do you think an average child asks every day? On average it's about 400 questions per day. As they ask questions, they are stretching their brains and learning how to think. Many questions they ask are 'why' questions... through these they start to understand the world around them. The tradition of families in some cultures is that, if a child asks the question 'why', the answer is often ... 'well just because' or 'it doesn't matter', or 'don't worry about it'. The more this happens, the less the child inquires and asks questions. Instead of letting children think, they stop children thinking. This is not deliberate, but simply through the tradition of not letting children ask questions.

Sometimes to solve problems, you need to do 'shock' treatment. For example, a *roadblock* (literally) causes you to drive a different way to your destination. When we used a 'random object' in the activity earlier, we threw in a *'roadblock'*.

'Roadblock' physical challenge

Invite 6 volunteers to come to the front. Ask them to walk to the door and back to the front.

There is nothing particularly creative about what they have done. They are using old well-established habits and pathways in their brains.

Now ask them to do it again, but this time they must stay connected with their feet touching all the time and everyone facing outwards. These restrictions put a roadblock in our normal pathways and actually create new opportunities. This is counterintuitive. If we put boundaries on what we do, we get more opportunities for creativity.

Now ask everyone to be in a team of 6. Each must move around the building. Put different creative restrictions on each team. For example: 3 people cannot touch ground, no one can speak or see...etc.

Debrief

How is this like children's ministry today? (We have got complacent, tradition in methods...)

4. Process of creative thinking

30 min

☐ The process of thinking with new creativity

We are going to show you a process of finding new ideas. It has 5 steps.

- 1. **Look** at the problem and notice what elements are at play
- 2. **Pray** for God's inspiration
- 3. Play with lots of ideas
- 4. **Imagine** a solution by escaping current structures
- 5. **Move** to try the new ideas and fine-tune them

□ 1. Look- drawing upside down

The first step is to look at the problems and try to see the opportunities. Ask yourself: 'what it is like?' 'Can I notice anything new here?

Each person will copy this drawing... upside down! As you draw this, concentrate on copying the lines and shapes instead of thinking 'I am drawing a horse.' Thereby, you are able to notice details you have missed before now. After a few minutes discuss with the group about what they have discovered. Turn you drawings the right way up.



2. Pray always

Ask God to give us insight, vision and revelation. Thank him for what he has already given us – and the renewal of our minds. God's faithfulness is new every morning.

Pray together now! Do it in a creative way! (Example: Popcorn prayer – see Appendix)

3. Play- accidental inventions

Ask...what do all these products have in common? *Teflon, Post-it notes, plastic, super-glue, popsicles and a slinky.*

All of them were discovered by accident when the inventor was playing, experimenting and looking for something else.

- **Teflon** an engineer working for Du Pont mistakenly discovered this slippery substance when he was playing with refrigerants.
- **Post-it notes** in 1968 a chemist was trying to create a super strong glue for aircraft but failed. He ended up discovering a non-residue reusable glue ideal for paper. It took many years to convince others of its value.
- Plastic- a chemist was trying to create a new insulation material when he discovered plastic. It was moldable and wonderfully adaptable.
- **Super-glue** an inventor was trying to develop a plastic lens for a gun sight. Instead he discovered very strong glue.
- **Popsicles** in 1905 soda had just become popular. An 11-year-old boy, Frank Epperson, decided to make his own. He mixed some ingredients but accidently left it out on the porch overnight. It froze with the stirring stick in it.
- Slinky toy- In WW2, a ship engineer dropped a special spring to keep instruments stable at sea. He saw how it 'walked' off his desk and he realised it would make a great toy.

We need to be willing to take a risk and play with ideas. Many of them will not work or change the world. But it is by playing that new things are discovered. Mistakes & faith & risk are very closely related – if you don't risk very much (not willing to make mistakes), not much will be achieved. Think back to the parable of the servant with the talents.

4. Imagine and escape- drawing on top of your head

Say; 'An important step in generating new ideas is to imagine. We must escape the old ways of thinking. This is where we must put some *roadblocks* in our thinking to jolt us out of our comfortable and predictable ideas.

We are going to do another drawing. This time we are going to take away the most important sense we use when we draw...sight. As you draw you are not going to look at what you are drawing.

Ask people to sit facing a partner. Each person will draw their partner by placing the notepad on their own head while looking at the person as they draw with the paper above their head. Spend 2 minutes drawing before revealing the pictures to each other.

Debrief.

- What have you noticed about the results?
- How did the process feel? Why?

5. Move- triangles brainstorm

The last step in the process is all about movement. This will mean having many ideas...keeping the ideas flowing and not getting stuck on a problem or detail with one idea. It will also mean taking action and taking a risk to test what you have created.

Remember, 'Faith without works is dead.'

Have many ideas...and keep the ideas flowing.

Triangle activity. Each person draws 6 triangles on paper. Each must turn these triangles into different things from different perspectives.

E.g., from a cook's perspective? (sandwich, cake or a utensil)

Other perspectives for the other triangles could be builder, fish, shepherd, king, farmer, pastor and child.

5. Practical application

30 min

Find a solution to the problem using creative process

Get into teams of 3. You are going to use this 5-step process to work through a problem in your own context to find a solution.

- 1. Look at the problem. As a group 'brainstorm' this question; 'What is a challenge in getting people to help with children's ministry?'
- 2. Pray for God's inspiration and choose one challenge to focus on.
- **3. Play** with lots of ideas. Do this by doing a 'reverse brainstorm.' Ask yourself the opposite question. Instead of 'how do we get more people committed to leading KidsHubs, ask 'How do we stop leaders from wanting to be involved in KidsHub?' This will help us play with the issues and understand them better in an unusual and fun way.
- 4. Imagine a solution by escaping current structures. This time we will use 'random words.' Brainstorm answers to the question, 'How do we find new leaders for KidsHub?' As your team comes up with ideas the leader will give random words. The random words must be used in the solutions the teams find. Give 3 different random words to each team.
- 5. Move to try the new ideas and fine-tune them. So far you have come up with many ideas. This is good. Now decide which idea has the most potential and spend some time working on it. What can you do to make it work? Can you combine some elements of some of the other ideas to make it stronger? Share your idea with the group.

6. Wrap-up

5 min

Pair and share reflection

- What ideas were most helpful today?
- What strategy will you implement in the future?
- Who thinks they are more creative than when they came in to this session 2

KH 1.3

DEMONSTRATING KIDSHUBS

80 minutes

OUTCOME

At the end of this module participants will have an understanding of the resources currently available and free to download from www.kidshubs.com and participate in a sample KidsHub session.

STEPS IN THE LESSON

1. Warm-up 10 min

2. Explore the kidshubs.com website 20 min

3. Experience a KidsHub session 40 min

4. Debrief and wrap-up 10 min

WHAT YOU WILL NEED

- Bibles and notepaper
- Cameras
- Video projector

DEMONSTRATING KIDSHUBSTRAINING PROGRAM

1.1

1. Warm-up

10 min

Physical Challenge- Passing over the head

Passing over the head game: first pass a small person, then a heavy person. What did you think when you first heard your assignment? What about when you saw the second person? Did you think it was possible? Who was nervous about the person on either side of them? How did it feel when you succeeded? What can we learn from this activity?

2. Website and Global community

20 min

Explain how we are connected

- Demonstrate Website (www.kidshubs.com)
- Discuss & explore the available KidsHub sessions and training materials
- Max7 vision of sharing the ideas



Demonstrate some of these sessions

Choose one or more KidsHub sessions to explain and demonstrate to the group. The KidsHub Drama or Media sessions (find them in *Resources* on *www.kidshubs.com*) or a soccer lesson from the Ubabalo program (see http://www.max7.org/channels/ubabalo) all work well.

Before you start explain the 5 parts to any KidsHub session and ask the participants to look out for them throughout the demonstration of the KidsHub session:

1. Warm Up

This is an activity to get children thinking about the skill they will be learning and/or the Bible content in a fun and interactive way.

2. Demonstrate the Skill

Demonstrate the skill you are going to teach the children.

3. Practice the Skill

Involve all the children in practicing the skill you are teaching. This may be done using different games and techniques.

4. Discuss

Spend some time debriefing with the children about the skill they have learnt and the Bible content you have been looking at together.

5. Pray and Apply

Discuss how the children will apply what they've learnt from the Bible and their new skills. Pray about this together.

Reinforce where each of these 5 steps appear as you run through a KidsHub session.

Below are some examples of how a KidsHub session was demonstrated.

Drama

There are Drama sessions, which combine with BibleMax lessons (click on 'Resources' and 'Drama' at www.kidshubs.com). Children will learn many important dramatic skills that help them understand Bible characters and the Scriptures.

In a KidsHub training in Iraq a drama session was run with the entire group of children and youth leaders. The skill was about 'Building A Character' and the Bible passage was from Mark 2:1-12 – the story of Jesus healing the paralytic.

We read the story, identified characters, discussed culture and all aspects of living during that particular Biblical era, identified people who would do the role play, discussed who would present what portion of the story and then enacted it in a stills photo game style.

After the enactment there was a follow up discussion of the story. We discussed the relevance of healing, following Jesus and forgiveness of sins etc. to the present day.

Everything came to life and everyone felt like those miracles could happen even today. They shared their needs. Two participants had family members who were paralysed. They discussed the need of a Saviour for the country. Everyone prayed, hugged, cried and forgot that it was a drama session. They committed to pray for one another and continue believing for miracles in their lives.

They shared life together in that session and throughout the next few days of training which is exactly what needs to happen in a KidsHub.

For more details on the sessions see *Drama* in *Resources* at www.kidshubs.com.

Key points – Drama is very relevant in all cultures.

This is a powerful tool for all ages.

These sessions force a person to not only read but also study the Bible, the context of the story and the history. This makes the experience real.

The drama skills they will learn in this curriculum are – how to build the character in a story, how to use their bodies to create props, special effects and scenes. They will learn skills like mimicry, mime, narrative skills/story telling and also learn how to display emotions, do improvisation, and use of vocal effects and music.

The Biblical truths they learn from these sessions are – miracles, healing, forgiveness of sins, Jesus' authority, God's protection, servant leadership, following Jesus, trials, choices and eternal life.

Media

Run one or two sessions from the KidsHub Media Manual with both leaders and children present. Simple concepts such as shot size and framing, length of shots and storyboarding can be taught using the Bible story animations available on www.max7.org) while exploring the Bible stories Jesus told such as the Lost Sheep.

These sessions are useful for exploring the possibility of local KidsHubs creating their own short video segments about their group to share with others via the www.kidshubtv.com website, USB drives, DVD's, smartphones and at local screenings.

5. Debrief and wrap-up

10 min

Discuss these questions with the group and brainstorm what a KidsHub in your context might look like. Write up your answers on a flip chart or in your own notes to keep.

- Can you remember the 5 parts of a KidsHub session?
- When would you run a KidsHub? Examples: In your home after school; Sunday morning; as a weekly kids club; as a sports day; as a holiday club; as a kids holiday camp; as a weekend family camp; for a special group of troubled children during the school day (in conjunction with the local school)?

- What are the interests of the children around you?
- What are the skills of leaders and adults around you?
- Would you use a KidsHub sessions from www.kidshubs.com or create your own? Who could help you?
- What aspects of the training would you include for leaders of your KidsHub?

■ END session KH1.3

KH 1.4

LEADING A SMALL GROUP

60 minutes

OUTCOME

At the end of this module participants will have specific skills in working effectively with groups of children or teenagers.

STEPS IN THE LESSON

1. Warm-up 10 min

2. Relationship skills 20 min 3. Listening skills 20 min

4. Bible Engagement skills 10 min

WHAT YOU WILL NEED

- Bibles
- Video projector and sound

LEADING A SMALL GROUP TRAINING PROGRAM

1. Warm-up

10 min

□ Circle mime game

Sit or stand in a large circle. The leader starts with an object such as a pencil. The leader mimes using the pencil in a way that it is not intended to be used. (Example: as a sewing needle or a drinking straw) Then they hand it to the next person who uses it in a completely new way. The object makes its way right around the circle. The creativity of each person is stretched.

Introduction

Say: 'A Kidshubs group feels much more informal than a normal Kids Club. It will be a less structured program with more time to develop relationships.

Remember, Jesus discipled people in a mostly unstructured way. He lived with them, travelled with them, ate with them and worked with them. We are modeling discipleship on Jesus's way. It is predominantly a relational model rather than a programmatic one.

There are a number of key skills that a leader needs to develop when leading a small group of children in a KidsHub.'

These factors are:

- Relationship skills
- Listening skills
- Bible engagement skills



2. Relationship skills

20 min



Attitudes- How you see yourself as leader and how you see the kids

Group discussion. Do you see your kids as water bottles or seeds?

- A water bottle is something to fill. The teacher fills it with whatever they think is best for the person. The person is 'empty' and the teacher knows what is best for the person to learn.
- A seed grows. The leader creates the right environment and helps the 'young plant' grow. They help by giving it water and sunshine and preparing the soil. The seed comes with all the potential within it.

As a facilitator it is better to see the participants in your group as seed. Your job is simply to help them grow. Therefore develop these attitudes as a facilitator:

- Players can and will act responsibly for their decisions.
- Players will be more committed to a plan if they have helped create it.
- Everyone's opinion is of equal value.
- The process will get good results if it is designed well and applied honestly.
- Players will learn in different ways but all can succeed.

Your attitudes will determine everything about your interaction with that small group of children. If you see yourself as a facilitator rather than an expert you will be more successful.

Leading with the tip of your finger.

- 1. Divide the group into pairs.
- 2. Assign the partners the names of A and B.
- 3. Ask them to hold out their index finger and touch the tip of the partner's index finger.
- 4. Instruct them to remember whether they are A or B, follow your directions and use only the tips of their forefingers.
- 5. Your directions for this facilitation game will basically be: "A lead B" and "B lead A". First repeat these instructions at a slow pace. Slowly increase the pace until you reach a crescendo.

6. What begins as a plain walking around exercise, ends up like a dance, where each partner is taking turns to lead the other with just one finger.

Debrief the activity

- Did you enjoy leading or following more? Why?
- Did you notice how this activity evolved?
- How is this like leading a KidsHub?

Sometimes adults take the lead and sometimes the kids; it is dynamic, it is fun, and roles change continually...

☐ Brainstorm how to build positive relationships

Divide into teams of 4 people. Each person in the team needs to think of a specific child and their needs. The team must now create a list of specific things that leaders must be aware of to help relate to children in their group. Each team is given a different aspect to focus on. Here are some ideas to get you started:

- How to include each child and help them feel valued
- How to know their specific needs
- How to help children relate well with each other
- How to encourage positive interactions with the child's family
- How to help fix a relationship when trust has been broken

After 15 minutes, come back together in big group and discuss the results of the brainstorm. What important things came out?

Reflection

Ask people to spend some time thinking about what specific things they will change about how they relate to children.

Spend some time praying.

3. Listening skills

20 min



Listening- quick to listen, slow to speak.

Discuss the Bible verse in James 1:19 'Everyone should be quick to listen and slow to speak.'

Why is this important when working in a small group?



Explain listening skills- 'CAUSE'

A good way to remember the specific skill you need to be a good listener is to remember the acrostic C.A.U.S.E.

Choose to listen- be ready and be interested

- Attend- take away distraction and even take notes
- Understand- ask follow-on questions and reflect appropriate feelings
- **Sift through what is said** try and understand their intention and motivation
- **Express a response** check that you have understood correctly by paraphrasing and suggesting advice







Explain paraphrasing in active listening

Paraphrasing restates the main idea in communication.

- It doesn't change the meaning.
- It allows the listener to clarify what has been said and it shows the listener understands what has been said.

Look at the PPT slide about examples of paraphrasing. Discuss which phrases you have found to be most useful.

Active listening activity

Divide the group into pairs. One person is the listener and one the speaker. The speaker is then given a situation, which he speaks about as the listener actively listens to him, Example: what is the biggest problem I face in my everyday life? After the speaker has finished (60 seconds), the listener tries to rephrase the speech in the way he understood it and then tries to offer solutions or feedback to the speaker. They can then review each other's performance and swap roles.

Explain summarizing in active listening

A facilitator needs to master the art of summarizing. Summarizing puts all the key ideas together in a new logical and easy to understand way. Often a group discussion will cover a number a topics. It will seem very incomplete unless the ideas are related back to the key idea. This summary will help the group move on to the next phase.

Ask for a volunteer to summarize the session so far. After they have done this, ask the group these questions:

- What did they include?
- Did they leave out anything important?



■ Warm-up activity-

Divide in pairs. Tell the group to come up with as many questions to this answer as possible. The answer is **blue**. So what could all the questions be? List as many as you can in 60 seconds. The more unusual and creative the better. Example: What color do I turn when I hold my breath?

Purpose of questions

Questions are used for different purposes. Therefore different types of questions will be used depending on the purpose.

- To get and maintain interest- use fun questions, interest questions, shocking questions
- To guide thinking- new topic questions, deeper questions
- To evaluate or summarize- 'What are the main issues here?' or 'What is most important here?'
- To determine the participant's attitude- 'How is you attitude different now?'
- To develop the subject- 'Is there anything we are missing?' or 'Can you think of an example of this?'

Questioning techniques

Closed questions have only one answer. They do not create or encourage discussion. They close the discussion. For example all the questions with the answer 'blue' were closed. They had only one answer.

Fact find questions are often closed.- e.g. 'How many people were caught?' or 'Who was the boss?'

Open-ended questions have many possible answers. They tend to encourage discussion because many can contribute something different.

There are a number of open-ended questioning techniques. These are but a few.

- Feeling finding questions- 'How did you feel about...?'
- Tell me more questions- these are follow-on questions that show great active listening. 'That's interesting- how did you come to make that decision?'
- Best/ least question- this technique prioritizes ideas. 'What was the best job in this game? Worst job?
- Third party questions- these are questions to help the respondent share his personal opinions without feeling embarrassed, judged or insecure. 'What do your colleagues think about euthanasia?' or 'What do your friends think about abstinence as a solution to HIV/AIDS?' Feel free to pick a controversial issue from your context.
- Magic wand questions- these questions help people to dream without boundaries. 'What would you do with the rest of your life if you had \$10 million?'
- Probing questions 'What do you mean?' 'Can you further elaborate?'





4. Bible engagement skills

Briefly explain how the training modules 'Demonstrating KidsHubs' and 'Designing KidsHubs sessions' have given practical examples of teaching the Bible in engaging ways making use of different learning styles.

Ask them to reflect on the training so far and list some the different ways they have looked at a Bible passage/s within a skill session.

See also M2.4 & M2.5 'Answering questions on life and faith' and 'Teachable moments'.

END session KH1.4

KH 1.5

DESIGNING KIDSHUBS SESSIONS

210 minutes

OUTCOME

At the end of this module participants will have discovered how to put together a KidsHubs session with basic tools and creativity.

STEPS IN THE LESSON

1. Warm-up	10 min
2. Playing with cameras creatively	20 min
3. Connecting cameras, Bible and children	40 min
4. Feedback on session created	30 min
5. Creating you own sessions	90 min
6. Summary and wrap-up	20 min

WHAT YOU WILL NEED

- Bibles and notepaper
- Cameras
- Video projector

DESIGNING KIDSHUBSTRAINING PROGRAM

▶ 1. Warm-up

10 min

NOTE: many people have cameras on their mobile devices. However, if you do not have cameras available in the group this session can be structured around a completely different activity. For example you could use a ball, a Frisbee, a garden or some ingredients for cooking. Be as creative as you like.

Photograph the team #1

Get into teams of 3 people. In 5 minutes each team has the challenge of taking the 'best team photo' they can of themselves. Each team chooses the best one and shows another team.

See if you can display the teams' photos on the data projector from the front.



☐ Photograph the team #2

Ask the group: 'What makes a photograph creative?'

Answers: unique, different, nice composition, good use of lighting, background, the camera itself.

Say: some of you are good photographers, others are less experienced. Photography is not just about the technique, it's about the thinking shown in the composition for the picture.

Give the group the challenge of going out in teams of 3 people to take photos on the theme of 'team', only this time they have restrictions. They need to take photos:

- From an unusual angle
- Very close up
- Of an interesting pattern or design
- Of something beautiful (not a person)

After 10 minutes ask them to come back inside and compare the new photos to the first ones they took? What do they notice? Is there improvement? Why or why not?



3. Connecting cameras, Bibles and children

40 min

Design a KidsHub experience

In your groups, number each person 1 - 3. Each person is asked to think of a different characteristic.

- Person 1. Thinks of a child (decide what age, probably 5-16 yrs, describe what the child is like, male/female, what sort of experiences?)
- Person 2. Thinks of something from the Bible you want to teach (eg. a story, a characteristic of God, a concept eg. grace)
- Person 3. Thinks of an object that children would love to play with and all the things you can do with it. Eg camera, Frisbee, ball.

Tell the teams you are giving them a challenge. The challenge is to come up with some ideas for an experience with that child and 3 or 4 others like them, combining the Bible and the camera. (If you are not using cameras then replace with another object that children love). Teams will work for 30 minutes. Plan and write the ideas on a piece of paper so you could actually do this activity with others later.

Challenge the group not to simply come up with the most obvious idea. You could think about what sort of skill a child might need to use a camera... you could explain where the sun should be when you take a photo. Try to tie in not only the Bible concept but also something they could learn about the camera as well. The whole thing needs to be fun, a challenge, surprising, and active learning. When working on

your lesson idea, think about how the children would be actually using the camera (as you have done in this session).

Two last rules:

- 1. Your lesson must be true to the Bible. The camera shouldn't distract from the message;
- 2. We have many different teams so we want many different ideas.

4. Feedback on sessions created

30 min

☐ Try your lesson with another group

Come back together as a big group. Ask teams to work with each other. Each team has 10 minutes to go through a part of the session that they designed with their partner team. Go through it as if they are children. After 10 minutes swap roles. If there is time, each team can give feedback to the other.

Debrief

Debrief the process of creating and trialing a KidsHub experience.

- What did you enjoy? What was difficult in this task?
- What did you notice about linking the Bible to a skill?
- Where do you need to make changes?



5. Creating your own KidsHubs sessions

90 min

☐ Brainstorm skills that children could learn in KidsHubs

In groups of 6, brainstorm all the possibilities of what leaders could do in KidsHubs activities in their context. What do kids love? What do they usually miss out on doing? What skills does your church community have? (Build on the brainstorming you may have done at the end of Module KH1.3)

(For example: chess, computers, cooking, football, drawing cartoons)

■ Workgroups- Plan a KidsHubs session

Divide into new groups of 3 (of your own choice) and choose one of the skills that were brainstormed in the last activity. The job of each team is to come up with ideas that can be done with a small group of children that connect them to the Bible through that activity. For example: create a KidsHub that connects chess with the Bible in a logical and creative way. Sin your groups of 3 spread out and spend 40 minutes on the first 3 steps in the creative thinking process outlined: 'Look – Pray – Play'.

	☐ Check-in and cross fertilization	
	Each team pairs up with another team and has 5 minutes to tell them what their idea is and how it will relate to the Bible. The other team gives some feedback before the process is reversed.	
	☐ Continue planning and writing time	
	The teams continue to work on their KidsHub session. They need to use the feedback that they received from the large group to develop their session further. Encourage each team to consider teachable moments, learning styles, multiple intelligencesetc.	
	☐ Trial the idea	
	Each team will lead their session for 15 minutes for another team they haven't worked with yet. Allow time for feedback too. After one team has had their turn at demonstrating the session, the other can have their turn.	,
	Explain the KidsHubs experience	
	Say: 'Remember, KidsHubs is not meant to be a lesson. The size of the group is small enough so that an adult leader can lead them and respond to their discoveries without needing a highly structured program. A leader should still plan and prepare, like we have just done, however there is a big difference between preparing a KidsHub session and running a lesson program for a large group of children.	
6. Summary a	and wrap-up	20 min
	☐ Discuss how to contextualize the KidsHub idea	
	Break into small groups (of Compassion clusters, churches, communities etc). Discuss how these skill lessons could be used in your context.	
	Come back and hear feedback. Issues? What resources do you need? (You already have most of what you need)	
	☐ Brainstorm the positive consequences for the leaders and the ch	ıildren
	Divide the group into 2. This activity will be a competition. One side of the room has to focus on leaders while the other side has to focus on children. Taking turns, each group must suggest a positive consequence of KidsHub for their focus (child or leader). Write up summary. Keep alternating until one group has no response. The other group wins.	

END session KH1.5

KH 1.6

MODELS OF KIDSHUBS

70 minutes

NOTE

The information in this module can be shared as stories about the different models of KidsHubs throughout the training and does not necessarily need to be run as a separate module. Encourage participants to brainstorm different KidsHubs for their context.

STEPS IN THE LESSON

1. Introduction

10 min

2. KidsHubs Local models

30 min

3. KidsHubs TV models

30 min

WHAT YOU WILL NEED

- Bibles
- Notepaper
- Video projector and sound

MODELS OF KIDSHUBS TRAINING PROGRAM



Introduction

10 min

■ Many models of KidsHubs

Every KidsHubs will be unique. The character of the groups will depend on many things.

As a group, try to think of all the factors that will make a KidsHub unique. These are the major factors:

- The skills of the leaders
- The specific interests of the children
- The age of the children
- The culture and character of the church and city
- The numbers of leaders available
- The creativity of the team
- The resources discovered

Discuss these together and add any others.

30 min

Explain different models of KidsHubs

Explain the different ways that leaders have used the KidsHubs model using stories and photos. Their stories of their KidsHubs are written below.

Kolkata KidsHubs - Media

A KidsHubs training in how to make videos with children was first conducted in Kolkata. A simplified version of the KidsHub Media manual was created as a result of this training with the children.

Children from lower economic backgrounds who were part of a school run by an NGO were part of this first training. The training was conducted during their school holidays on the school premises. Children who had never used a digital camera before learnt the art of video making within one week and were able to script, enact and shoot Bible stories and facts about their environment. This training concluded with an outreach for their community and parents. The students also filmed segments for the Indian KidsHub TV show. These children continue to study the Word together and also shoot school events.

Key points

- Anybody can learn media skills.
- You can conduct a one-week intensive course as a media camp in the summer or winter holidays. It can also be run once a week over 5 – 10 weeks.
- The end of the training can be used as an outreach in your area.
- Continue to give the children opportunities to use their new skills in their school and neighbourhood. Create videos to upload to <u>www.kidshubtv.com</u> and share on mobile phones, USB drives & DVDs.
- The children can continue to be part of a regular Bible study.



Chennai KidsHubs - Media

The simplified Media Manual was first used at a KidsHubs Media Training in Chennai with 14 leaders from 4 different organisations to introduce the local children's leaders to the concept of KidsHubs. The lessons were so easy to use that non-media people could easily understand and teach from it.

Later a KidsHubs Media Training was run for 18 consecutive Saturdays (1 hour a week) involving 10 boys from a Kids Club. As a project the boys filmed the Christmas Program of the Kids Club. Later in the year, the same boys were also involved in covering the closing day of the VBS Program. Overall the boys were really excited to be involved in the KidsHub Media training and also expressed interest in being trained in Computers and Spoken English as well.

The next KidsHubs Media Training was run in a suburb in Chennai for 7 girls in the home of a leader. As a result of this training 8 Bible Story videos were produced. This KidsHubs involved talking with Pastors and getting permission to use their premises to shoot some of the videos. As a result of this KidsHubs one of the girls got interested in editing and is now involved with editing for a local church.

The third KidsHubs was conducted at a Feeding Centre where 20 children from the community came together for 6 days and were trained in Media by a Children's Ministry worker who had media expertise. He also involved other young people with a Visual Communications background. The training was very relational and bible-based.

We felt the need to translate the video media manual into Tamil so it could benefit many people in Tamil Nadu, India. It is available on www.kidshubs.com.

Key points

- Leaders can be trained to understand KidsHubs concept.
- Children will show interest in more than one skill. New KidsHub skill sessions can be created based on their interests. Find out what the children in your group are interested in and get the help of others to connect the Bible with that
- Children can use their skills at their KidsHubs, Sunday school or youth events in their local church.
- As a result of KidsHub training some children may continue to use their skills and go on to start a career in that area.
- KidsHub trainings can be run once a week for a set number of weeks. It could run for an hour or as a day program.
- Materials are more effective in local languages. To date all skill sessions (with the exception of the KidsHub Media lessons) are in English but translations are welcomed and will be uploaded to www.kidshubs.com so many can benefit.







Uganda KidsHubs - Cooking

KidsHubs is not a new idea in most of the African countries. There were and still are many informal settings which share similar principles with KidsHubs.

However, intentional parenting and guidance in and through these informal settings has not been happening. Instead parents have been discouraging children by not allowing them to try out and learn new skills.

An example is cooking; we were told by our parents not to cook without being given any reason why. This had a negative effect on us as children and it killed curiosity and creativity. Lower self-esteem resulted.

How it happened: Community and church children were mobilized for a Children's Camp through our local church.

Trainers started planning the Camp and agreed to have a skill based Camp where many ideas were suggested:

Cooking (Baking, Stews, Salads and Omelets), Art and Crafts, Photography and Videography.

The cooking track was continued during and after the camp.

Amazingly, because children were learning to cook, their mothers and other women are now gathering to engage in cooking classes.

The future is to partner with many of the local and international organizations and churches such that these safe havens for making young disciples are established in their local contexts and communities using multiple and varied skills.

Key points

- New skills can be learned and taboos can be broken.
- Families can be reached through KidsHubs.
- A local church can adapt the KidsHub concept for their special camps.
- Local churches and children's ministries can use this concept for special events or on a regular basis.

Pakistan KidsHubs - Computers

We have been using Laptops as tools in KidsHubs. The computer is a unique and effective tool in our context. We focused on 10 children in a group for a week and taught them a special program called Scripta – a touch-typing course based on the Bible. Children learn helpful laptop keyboard short cuts related to Scripture and touch-typing exercises using different paragraphs of Parables and miracles from the Scripta program. After completing each lesson the leader would ask them questions about what they typed and related that to the Bible. In this way they learnt computer skills while learning to be a disciple. They were also being impacted with the Word of God. After taking a week's training these children go to other Sunday school or Bible clubs and teach other children what they have learned, empowering them with

computer skills and by sharing what they have learnt from the Bible with them.

One of the children's mothers shared, "KidsHub is different than Sunday school. It is teaching children skills, growing them in the Word and engaging them in empowering other children."

Key points

- A KidsHub group can be small, even less than 10. Teaching basic skills like computers, is an effective tool to generate interest in a child.
- Children are equipped to reach out to their peers in their clubs or Sunday schools.
- You can select children from different organizations or churches and train them so they can go back to their churches or groups and teach the rest of their group.



Liberia & Australia KidsHubs - Gardening

In Liberia children from an orphanage worked with their leaders to create a market garden to produce vegetables to both eat and sell at the markets. The leader created 3 KidsHub lessons talking to the children and exploring Bible passages with them including the Parable of the Sower.

In Australia a lunchtime club at a local school spent a term planting vegetables in recycled, portable polystyrene boxes. The children began the lunch hour learning from the Bible, looking at how God created the world.

The school was so inspired by the vegetables the children grew during the term that they have now planted a permanent vegetable garden in the same area and children from all the year groups help look after it including collecting lunchtime scraps for the school worm farms. When vegetables are ready for harvest the school places them in a basket at the front office for parents to buy (at low cost).

Key points

- Children learnt practical skills and in the case of those in Liberia, they helped support their own livelihood.
- The actions of the group produced 'fruit' for the whole community. The orphanage benefited from the creation of its market garden and the school community was inspired to take on a whole-school project.
- In many urbanized cities children are losing contact with how food is grown. It is an important life skill to learn and one that can be used throughout their adult life.

The Bible is full of agricultural metaphors that lend themselves easily for use in growing faith in children involved in gardening projects such as above.



USA KidsHubs – Running & Martial Arts

A leader who was running a weekly 'Homework club' in a public housing apartment started an additional weekly KidsHub group involving interested children in training for a local Fun Run event (long distance fundraising run). The KidsHub running group met for 5 weeks and trained together for the fun run. The leader involved other keen runners she knew from her church. Relationships with the children and teens established through the 'Homework club' were developed and gave the leaders another opportunity to mentor and walk alongside them. One boy who came every week, opened up significantly about the problems he faced at home. It became clear to the leaders that for many of the children who came, the KidsHub group played a very important role in providing a safe and fun place to be themselves and explore what it looked like to follow Jesus as they watched and interacted with their leaders.

Another 5 week KidsHub was started when a man from the leader's churched expressed his desire to use his skills in teaching martial arts but he didn't know where or how he could do it. The leader worked alongside him to run another successful Martial Arts KidsHub helping to develop Bible sessions using the moral values that form part of the discipline such as loyalty, honesty, integrity and trust.



KidsHubs TV

30 min

What is KidsHub TV

KidsHubTV (KHTV) is a simple concept of leaders mentoring & sharing Jesus with children using various skills and sharing their group's activities with others. This can be done by videotaping it, taking photos and sharing it on TV, radio, Internet, USB sticks and DVDs.

KHTV is a collection of segments put together around a theme based on biblical stories and re-enforced with life skills, arts and craft, sports and day-to-day happenings in a child's life and community.

KidsHubs & KidsHubTV is not owned by anyone but it is created with the intention of encouraging children to engage in various skilledbased activities while learning biblical truths and then reach out to their peers with these skills.

Models of KHTV

KHTV India

This model is a 24-minute television drama series enacted by professional actors and filmed by professional crew with high-end broadcast quality equipment.

The KHTV show is a simulation of a real KidsHub. Each episode follows a dramatic story of either one or two of the 8-member cast (6 children and 2 young leaders). There is usually a problem to solve.

The show is made up of different segments. The leaders involve the children in many creative activities like sports, art, crafts, cooking, listening to views of children from around India and each show ends with a challenge for the week. Every activity is connected to the theme of the episode.

It is filmed mainly in a studio setting. The segments are shot in locations relevant to the theme. 5 episodes are filmed in 10 days.

Key points

- If your budget allows, you can hire a professional team and studio facilities and equipment to help you create the series.
- Drama is well received globally and can build an audience quickly.
- It takes longer to make a half hour program with segments because there are at least 4 segments to shoot and edit per episode.
- The Indian version features all segments Let's Do it! (a practical hands-on segment teaching a skill); a Bible story; LifeSkill (teaching personal development and health & hygiene for example); 7 Day Challenge (giving the viewer a task to try during the week as a result of the show); KidsSpeak and GodSpeak (interviews with children on the theme of the show and the Bible story) and a biblical solution to a problem posed during the show.



KHTV Madagascar

This model is based on an anchor/s or presenter/s introducing the different segments. It is a 15-minute - 5 day a week show. A group of children take turns to script, shoot and enact the segments while an adult cameraman films the anchor portion.

The theme is carried throughout the week's broadcast. A song is composed for the theme of the week and introduced every day.

It is filmed twice every week, usually weekdays. One day for anchor portions and half a day for segments. The anchor portions are shot in

a generic location and the segments are shot on location at a local kids club.

Key points

- It involves the children in the creative process of filming.
- The broadcast features only one or two segments per episode thus covering all the segments over a period of 5 days.
- Each kids club gets their turn to feature on the show.



KHTV Togo

This model is anchor and segment based. 1 or 2 youth or a group present the Bible message for the episode and introduce different segments. A professional films the anchor segments and the children film some segments. The main segments featured are life skills taught using soccer. The ideas for the soccer segments are taken from the Ubabalo sports coaching curriculm (see

http://www.max7.org/channels/ubabalo). Most of the episode is shot outdoors on the soccer field or in their office building.

Key point

The cast and crew are from the local KidsHubs. It is cost effective because all the actors are volunteers. They shoot an episode in a day and a half whenever they can.



KHTV Nepal

Nepal's is similar to the Togo format with the exception that this version has a song and their main segments are *Let's Do it!* with creative arts.



Ideas

KidsHubTV is a platform for children from KidsHubs around the world to share their uniqueness and life and connect with each other. It provides the opportunity for children to communicate those things important to them and their group. This connectedness could help to inspire, encourage and even birth solutions to some of the issues children face today as they share what they are doing in their KidsHubs and in their communities.

KHTV has the potential to empower children to enable their voice to be heard, their opinions felt and their ideas and thoughts understood.

■ Brainstorm KidsHubTV

- In groups brainstorm what KidsHubTV segments you could make in your local context
- List the unique aspects of your country, culture, ministry or anything of interest in your community or an issue/s that need addressing.

Here are some topic ideas KidsHubTV can showcase:

Animals; arts & craft; sports; games; life skills; local children's issues and views on any topic; achievements; Christian and community news; events; parables; testimonies; stories from your community; stories of individuals; your local food; nature; drama; music & song; Bible stories; recycling; inventions; science experiments; Bible memory verse; different places; gardening; hair styles; fashion; family traditions etc.



END session KH1.6

M2.4

HANDLING QUESTIONS ABOUT LIFE AND FAITH WITH CHILDREN

105 min

OUTCOME

At the end of this module participants will have new perspectives and skills in allowing and answering questions from children.

STEPS IN THE LESSON

Asking questions of children	10 min
Styles of questions to ask	30 min
Answering questions from children	30 min
The search for the BIG 7 – categories of questions	15 min
Put it into practice	15 min
Conclusion	5 min

1. Asking questions of children

10 min

☐ Group quiz:

Ask the following questions of the group, rewarding the first hand up with the correct answer with an edible prize (come prepared).

- Which person in the Bible has the name Immanuel?
- Who fed a crowd that included 5000 men with just 5 loaves of bread and 2 fish?
- What was the name of the person crucified on a cross outside the city of Jerusalem between two common thieves?
- Who visited the tomb of Lazarus 4 days after he had died and amazingly brought him back to life?
- What was the name of the young boy visited by kings from the East bringing gifts of gold, frankincense and myrrh?

Comment:

Sadly, many children have been conditioned/trained to always answer questions with the "Jesus response". However, this does nothing to stretch thinking and deepen understanding. Anyone with the money and time could buy a parrot or similar bird and train it to say 'Jesus'!

But, we are investing in the lives of children with their developing minds and inquisitiveness about their world. So the questions we ask that will help them to discover their own answers are of vital importance. Let's make a promise today that we will not ask the 'Jesus question'!

Let's begin by exploring different styles of questions that we can use with children to help them grow in their understanding and so build their faith.

2. Five styles of questions

30 min

Let's focus on 5 styles of questions that we can use in our programs with children. Each style has a different purpose and will help children to dig deeper into the Bible.

☐ Fact questions

Examples – ask the group for responses:

- How many days did it take for God to create the world? (6)
- How many disciples did Jesus choose? (12)
- How many books in the New Testament? (27)

Emphasise these points:

- We use a lot of these questions in our programs
- There is usually only one answer
- It is often only one word
- An overuse of these questions reinforces that the Christian faith is a comprehension exercise
- A positive use of these questions is the value it makes for the listener who feels good about getting an answer correct
- They are good for reviewing some of the content of a previous story
- The use of FACT questions needs to be limited, to ensure that there is room and time for other types of questions

Closed questions

Examples – ask the group for responses:

- Do you know that Jesus loves you?
- What is the name of the first book in the Bible?
- Did you like the story of David defeating Goliath?

Emphasise these points:

- These questions are usually answered with one word answers
- Often these are 'yes', 'no', 'Jesus questions'
- Most "fact" (see the first section above) questions are closed questions
- There is limited value in using these questions

Open questions

Invite someone from the group to ask you a question about anything where your answer will NOT be one or two words. There is a good chance that the question you are asked will begin with either of the words 'how' or 'why'. Open questions give children the opportunity to give personal answers; they don't have to get this answer "right". Now they are more deeply involved in the story.

Emphasise these points:

- Open ended questions are ones that cannot be answered with 'yes', 'no' and other one word answers like "Jesus"
- They often begin with 'how', 'why' or 'what'
- We need to use more of these styles of questions as the ages of the children we are working with increases
- Open questions follow on from some CLOSED questions e.g. did you enjoy that story? (Which invites a "yes or no" answer) This then leads to a question where the leader or teacher does not know what the answer will be e.g. why did you like it? Or what surprised you about the story? Or how would you react if you had been [insert character name] in this story?

Experience questions

Questions that transport the listener into the experiences and emotions of the story you want to explore (using imagination to help with exploration and understanding of the content).

Examples – ask the group for responses:

- Who's ever been in a boat in a storm?
- What do you remember about it?
- How were you feeling?
- Jesus' friends were in a boat in a storm just like you. I guess you know just how they felt.

Emphasise these points:

■ The emphasis is now on exploring the events and emotions around the shared experience from the world of the child and the world of the Bible e.g. being in a big crowd, feeling hungry, being scared by a bully, etc.

Rhetorical questions

Emphasise these points:

- A rhetorical question doesn't require an answer
- These questions often begin with 'I wonder...'

Try not to gain eye contact with a child/children when asking such questions. You are not wanting an answer but rather trying to get all minds thinking about the experience and the question.

Example: Jesus standing at the grave of Lazarus

- I wonder what Jesus is going to do…?
- I wonder what it would have been like to be in the crowd?

Buzz groups

Small Groups: Divide the group into small groups of 4-5. Each reads the story of the paralysed man from Mark 2:1-13 and come up with at least two of each style of guestion.

Finish by a quick survey of answers from across the groups.

☐ Energiser – Still frame drama scene

10 min

Give the Buzz groups a scene from Mark 2:1-13 story and ask them to do a Still Frame Drama scene for their allocated scene.

Tell each group they have 2 minutes to create frozen statues of one or two events in the story so they look like a photograph (freeze frame or still scene). Each group will have a certain part of the story to create a **still frame drama scene**. Each group performs their scene in the order that the story happened.

Ask questions of the performers related to their character in the still scene, using the questions that were offered by the group. Try asking a "type" of question to each scene group. Fact, Closed, Open, Experience, Rhetorical. Invite the rest of the group to identify the type of questions that were being asked.

When this activity is finished ask the group;

- Were you satisfied with the questions your group was asked?
- What were you bursting to say that I didn't ask you about?
- How did you connect with the story of the Paralysed Man in a new way today?



3. Answering questions from children

30 min

Where do questions come from?

Comment: Knowing where children's questions come from may help us in our attempts to help them discover answers.

Graffiti Wall

Use a large whiteboard or stick a large piece of paper to a wall.

Comment: Have you noticed that children ask a lot of questions? Can you remember some that your children have asked you?

Invite the members of the group to come out and write 1-2 of these questions on the graffiti wall.

Comment: This will provide our backdrop as we explore how we approach helping children to discover some answers.

Listening Activity:

Pairs: Invite the group to break into pairs. Display the topics on the screen. One member of each pair will choose a topic from the list and talk on topic for 60 seconds. Explain that after 60 seconds you will ask for the roles to be reversed, and the listening partner will choose a topic to speak about.

Debrief

Pose the question: When you were talking, what signs did you see that indicated your partner was listening?

List responses on a chart/board. Emphasise the following points to remember when listening to children:

- Maintain eye contact (without staring)
- Be on the same level (on the floor, side by side on a chair)
- Sit in a non-confronting position e.g. 90 degree angle not directly opposite
- Reflect the emotions of the child in your words e.g. "That's very sad"
- Reflect the emotions of the child in your body language e.g. smile, sad, tears, concern, etc.
- Paraphrase their questions to encourage them to talk more

Reminder: children will be encouraged to ask their questions if they feel they are being listened to. Good listening skills need to be learned and practiced.

Repeat Listening Activity

Pairs: Display the topics on the screen again. Encourage participants to repeat the activity implementing good listening skills.

Debrief feedback on the activity.

Choose a question from the graffiti wall or the one listed below to demonstrate an approach for answering kids' tough questions.

Sample: Why didn't God stop the earthquake/tsunami/hurricane that killed so many people?

Ask the group, "What might be your **first** response to a child who asks you this question. Resist the temptation to begin to answer the question.

Allow for responses until someone provides the first step (or you give it):

STEP 1: Acknowledge a good question

Comment: Use words such as, "That's a very good question", "That's a hard question", "I've been thinking about that too".

This lets the child know that they have asked a good question, affirms them and encourages them to explore this further with you.

Ask the group, "What might your **next** response to this child be? Again, resist the temptation to begin to answer the question."

Allow for responses until someone provides the second step (or you give it):

STEP 2: Reflect the question

Comment: Use words such as, "What do you think?" "Why do you want to know?"

Before we jump in with our answers let's allow some space for the child to reflect on the question and to hear their understanding of what may be happening. The Scriptures say, "out of the mouth of babes and infants God has ordained praise" (Psalm 8:2 & Matthew 21:16) to which we could also add 'and much wisdom' which comes from their developing perspective of the world. Saying less when we ask the question allows for the child to unpack the thoughts that led to their question.

This is an important step in the process of building biblical reflection and critical thinking within our children. Let's remember that we won't always be there to answer the questions for them.

Ask the group, "What might your **next** response to this child be? Again, we are not yet ready to answer the question.

Allow for responses until someone provides the third step (or you give it):

STEP 3: Ask the rest of the group?

Comment: You will need to discern if the question being asked is of interest to the wider group. If so, seek the wisdom of the rest of the children. This approach models that a child's peers can be used with future questions.

STEP 4: Share your wisdom or say, "I don't know"

Comment: While there are many questions in life for which we may struggle to find an answer, it is better to give some direction for a child rather than a programmed answer e.g. God works all things together for good!

If you choose to say, "I don't know", it may be helpful to add a comment in line with the heart of the child's question e.g., "But I do know that God's heart was the first heart to be broken when this awful thing happened. This is not what God planned for His world that He made perfect for us. But given freedom of choice, humans started making bad choices and so God's world is broken and we will keep on seeing brokenness until God creates a new heaven and a new earth."

■ It is helpful to frame your response using the words, "Here is *the beginning* of my answer...." For all of us we are on a faith journey with our children and we continue to learn on a daily basis. To say, "Here is the answer..." shuts down the conversation. Let's be open to learning together as we try and understand the connection between life and faith today.

STEP 5: Acknowledge there may be different responses.

Comment: For some questions, Christians have different answers. For example, if the question is about baptism, feel free to share what the practice is in your church and be prepared to explain different practices from other churches. Encourage the child to continue their exploration of the Scriptures to find their interpretation for their question.

Energiser

Do the Banana Song (see Appendix)

4. The BIG 7

15 min

Say: It has been calculated that children have asked 43,869 different questions about life and faith! Well that's "my calculation" because kids have lots of questions!

Today I want to suggest to you that all these questions can be grouped into 7 big questions. If I'm correct then I have seriously reduced your amount of homework in trying to find the answers to all your kids' questions! Would you like to test my theory?

■ Small groups:

Invite the group to break into groups of 4-5. Give each group 10 small pieces of sticky paper or plain paper. Each group brainstorms 10 questions that children have asked and write one on each small piece of paper.

While they are brainstorming, put 7 large sheets of paper around the walls.

The search for the BIG 7

When the groups have written their 10 questions, invite suggestions as to what the 7 big categories may be. Prepare each of these headings on separate pieces of paper that can be stuck onto each of the 7 posters as each is suggested by the group (or suggested by you).

The Big 7 Question Types

- 1. Creation: Where did God/we come from?
- 2. Suffering: Why do bad things happen to good people?
- 3. Heaven and Hell: What happens when we die?
- 4. **Bible:** How do I know that the Bible is true?
- 5. God/Jesus/Holy Spirit: Father? Son? Spirit? Trinity?
- 6. Church: What's it all about? Different church practices?
- 7. Lifestyle: Can I...? Should I...? Why do you...?

Invite small groups to check their list of questions and decide if they can all be placed into one of these 7 categories. Stick/glue them to each poster.

Be aware that not every question, every time will fit into one of these categories. However, you will find that the majority of questions will. Allow time for the group members to look at the questions on each poster.

☐ Conclude with the following:

- Emphasise the need to prepare answers for the BIG 7 questions above. "Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth." 2 Tim 2:15.
- Acknowledge there are times that we do not have the answers. At these times our trust is in the character of God. These verses provide some help:
 - Romans 11:33-34 "Oh, the depth of the riches of the wisdom and knowledge of God! How unsearchable his judgments, and his paths beyond tracing out! "Who has known the mind of the Lord?"
 - Deuteronomy 29:29 "The secret things belong to the LORD our God"
 - Genesis 18:25 "Will not the Judge of all the earth do right?"

5. Put it into practice

15 min

Small Groups: working out some answers

Write each of the questions below on a separate piece of paper and distribute a question to each group. Invite each small group to spend 5 minutes preparing Step 4 (see above) as a response to a child asking this question.

- How did God make everything?
- How does God answer 1 million prayers at the same time?
- Is the Bible real or not?
- Should Christians drink wine?
- Why did my mum die?
- How did Jesus feed 5000 people with 5 loaves and 2 fish?

- Where did people with different coloured skin come from?
- Will my dog go to heaven?
- What happens when the priest sprinkles water on the baby's head in church?

7 Helpful Tips

1 Answers need to be handled sensitively

Any attempts to impose adult answers, frequent interruptions to make sure the child is on `the right track', dismissing children's responses as `wrong', ridiculing responses, reprimanding children for making certain statements with `God doesn't like' are all failures to accept the children and what they can do. They also erode any attempts at building a caring relationship with the child.

2 Discern and dismiss silly questions

It is usually easy to determine which questions are meant to cause a laugh or to distract the teacher and which are not a genuine inquiry. A short comment to dismiss the question will take the focus off the child.

3 Ask why the child wants to know

Sometimes the child may ask a question for a very different reason for which you are supplying an answer! If in doubt, always take the time to inquire as to their reasoning. Therefore, ask the child for clarification if the question is unclear. "How old is Jesus?" may mean that the child cannot comprehend what is meant by the concept of eternal existence or it may simply mean "How old was Jesus when he died?"

4 Some comments are really questions in disguise

"My mum says this is all a load of rubbish". This may really mean, "I'm enjoying learning about Jesus from you but my mum says it is rubbish. What am I supposed to believe?"

5 Be careful not to get sidetracked

Just because one child wants to know: "Did we all evolve from monkeys?" doesn't mean that everyone else does! A comment such as, "Can you hold onto that question for a few minutes?" will be helpful. Then you can come back to that child once the remainder of the group is occupied. Alternatively, have a question box, and encourage children to write down their tricky questions, put them in the box and then you can answer them at another time. But don't leave it too long.

6 'Earth' your answers in the Bible, where possible

This approach reinforces that the Bible is God's truth and that it is often the place to start when looking for direction with a question or an issue.

7 Be unshockable.

No question is unacceptable. Don't give too much attention to any questions that you think have been delivered to put you off the track. While "Did Jesus go to the toilet?" may appear to be a 'silly' question, it needs to be answered. In all instances, children will appreciate honesty and openness and will be encouraged and intrigued to go on finding out more.

Discussing "Owning & Grounding"

Comment: Two very useful approaches to framing answers are to:

- Own your responses
- Ground your responses

Owning is when I claim a belief as mine and present it to the students for consideration. It is a very non-confrontational way of sharing truth as it doesn't come from the perspective of 'what you should believe' but rather, "this is what I believe to be true".

Owned statements begin with phrases like

- I believe...
- I feel...
- I think...
- In my experience...
- It seems to me...

Grounding is when I "Ground" the belief statement by attaching it to the group who holds it, or to its source.

Grounded statements begin with phrases like:

- Many Christians believe ...
- In the Bible, Paul says in Romans 8 ...
- The Uniting Church teaches ...
- For Anglicans ...



5 min

☐ Pose the question:

So, after all we have discovered today I have one question, "Why did God make mosquitoes?

Shut down (gently) any attempts to answer the question and persist with your question until someone gives you the Step 1 response, "That's a good question".





M2.5

TEACHABLE MOMENTS

90 minutes

OUTCOME

At the end of this module participants will have a new perspective and skills in using many small informal moments to teach children.

STEPS IN THE LESSON

- Bible background
- Elements of teachable moments
- Skills for the leader

WHAT YOU WILL NEED

Bibles

TEACHABLE MOMENTS TRAINING PROGRAM

NOTE: You may find the Max7 Kids Level 1 training M1.2 'How children and young people learn' is helpful (type 'Max7 Kids Level 1' in the search bar at www.max7.org). In this session you will understand these major ideas:

• Children learn in different ways and so leaders need to teach with a variety of strategies so that all children can learn

We recommend running session M2.4 immediately before this session, as the "Questions Content" is vital to responding well in a "Teachable Moment".

▶ 1. What the Bible says about teachable moments

■ Warm-up energizer

Work in pairs. One person in each pair needs to have a shoe with laces. Ask each person to share with their partner how old they were when they learned to tie their shoelaces. Who taught you?

Now tie a set of laces by working in partnership. Only use one hand each to tie the laces. See which couple in the room can do it quickest.

■ Bible group challenge

In groups of 4 people, spend 5 minutes searching the Bible to find examples of how Jesus taught people. (Sermon on the Mount, the woman caught in adultery, parables)

Have each group share one or two examples with the whole group.

Ask the group:

What do we learn about how Jesus taught people?

□ Study Deuteronomy 6: 1-9

Get into the same groups of 4 people. Read Deuteronomy 6:1-9 and then discuss these questions together.

- What are the blessings if Israel obeyed God?
- Why are the children so important in this?
- Where else do you find verse 5 in the Bible?
- How are the commands to be taught to children?
- Why are the commands to be written on their hearts? Why hearts and not heads?
- Where have you seen an example of teaching like this today in your context?



Elements of teachable moments

Energizer- teach a game

Ask the group to spread out around the room. Give them 2 minutes to remember a fun song or game that they learned when they were a child.

Each person has one minute to teach someone else in the room the game they have thought of. If there is time repeat this a number of times.

Ask the group this question.

- Why do you remember this game so easily?
- What other memories are associated with it?

■ What is a teachable moment?

Ask the group to suggest what a teachable moment is after reading Deuteronomy 6:1-9.

A teachable moment is a moment when a child is ready and receptive to learn something. The moment could be right for many reasons: they have a question, they trust you, you have a good relationship, or they are creative and in the right mood.

Explain the types of teachable moments

There are two basic types of teachable moments.

- 1. Experiential learning initiated by the leader
- 2. Questions and moments initiated by the child

Experiential learning can create many opportunities for teachable moments. The basic principle is that a leader creates a game or activity where the children have opportunity to reflect and learn from afterwards.

If time play an Experiential game to demonstrate this.

Questions and moments from a child's world can happen at any time. It is a powerful time to learn because the child is interested and ready. They have already been thinking about it already so you can teach primarily by asking them questions to get them to think things through. For example, you may be walking with a group of children when one of them says, 'Who made God?' or 'Why do bad people sometimes get an easy life?'

Examples of teachable moments

Tell some stories of teachable moments from your own teaching experience. Think about what the role of the leader was and what the response of the child was.

Explain the elements of a teachable moment.

Find time to meditate by yourself

It is important to be rich in understanding of the Bible and how it relates to life. In many ways, you cannot take a child to a place you haven't been yourself. So spend time meditating on scripture and trying to think deeply about it. There are many thinking tools to help you.

Time and opportunity

You will never know when a child will be in the right mood to ask a question, so you need to allow lots of opportunities for this to happen.

Small groups

If you want to develop teachable moments then keep the group of children small. When the group is small trust can easily grow and questions about life and faith can come to the surface.

Informal moments

As leaders we can often feel like we are just running programs for children. Try to be aware of the informal moments, sometimes only a few minutes here and there, where you are sitting with just two or three children. What are they talking about? How can you teach them something important in this time related to their conversation?

■ Small group discussion

In a group of 4 or 5 people discuss these questions.

- Share about a time where you as a leader were involved in a teachable moment with a child. What happened?
- What would you do differently this time?
- What other wisdom would you add to our understanding of teachable moments from your own experience.



Responding well - Revision point from M2.4

☐ Use as much or as little from this review section as you need

It is important to help your trainees understand that our "perceptiveness" is improved by the way we respond to questions from children and youth. Reviewing the 5 step model from the previous module will help everyone remember that there is more to answering a question than giving an answer.

Review the 5 step approach from the previous module

Choose a question from the graffiti wall or the one listed below to demonstrate an approach for answering kids' tough questions.

Sample: Why didn't God stop the earthquake/tsunami/hurricane that killed so many people?

Ask the group, "What might be your **first** response to a child who asks you this question. Resist the temptation to begin to answer the question.

Allow for responses until someone provides the first step (or you give it):

STEP 1: Acknowledge a good question

Comment: Use words such as, "That's a very good question", "That's a hard question", "I've been thinking about that too".

This lets the child know that they have asked a good question, affirms them and encourages them to explore this further with you.

Ask the group, "What might be your **next** response to this child be? Again, resist the temptation to begin to answer the question."

Allow for responses until someone provides the second step (or you give it):

STEP 2: Reflect the question

Comment: Use words such as, "What do you think?", "Why do you want to know?"

Before we jump in with our answers let's allow some space for the child to reflect on the question and to hear their understanding of

what may be happening. The Scriptures say, "out of the mouth of babes and infants God has ordained praise" (Psalm 8:2 & Matthew 21:16) to which we could also add 'and much wisdom' which comes from their developing perspective of the world. Saying less when we ask the question allows for the child to unpack the thoughts that led to their question.

This is an important step in the process of building biblical reflection and critical thinking within our children. Let's remember that we won't always be there to answer the questions for them.

Ask the group, "What might be your **next** response to this child be. Again, we are not yet ready to answer the question.

Allow for responses until someone provides the third step (or you give it):

STEP 3: Ask the rest of the group

Comment: You will need to discern if the question being asked is of interest to the wider group. If so, seek the wisdom of the rest of the children. This approach models that a child's peers can be used with future questions.

STEP 4: Share your wisdom or say, "I don't know"

Comment: While there are many questions in life for which we may struggle to find an answer, it is better to give some direction for a child rather than a programmed answer e.g. God works all things together for good!

- If you choose to say, "I don't know", it may be helpful to add a comment in line with the heart of the child's question e.g., "But I do know that God's heart was the first heart to be broken when this awful thing happened. This is not what God planned for His world that He made perfect for us. But given freedom of choice, humans started making bad choices and so God's world is broken and we will keep on seeing brokenness until God creates a new heaven and a new earth."
- It is helpful to frame your response using the words, "Here is *the beginning* of my answer..." For all of us are on a faith journey with our children and we continue to learn on a daily basis. To say, "Here is the answer..." shuts down the conversation. Let's be open to learning together as we try and understand the connection between life and faith today.

STEP 5: Acknowledge there may be different responses.

Comment: For some questions, Christians have different answers. For example, if the question is about baptism, feel free to share what the practice is in your church and be prepared to explain different practices from other churches. Encourage the child to continue their exploration of the Scriptures to find their interpretation for their question.

Preparing to give good answers

The Bible says, Honor Christ and let him be the Lord of your life.

Always be ready to give an answer when someone asks you about your hope." 1 Peter 3:15 (CEV)

How can we always be ready to give an answer? Let's look at some life moments privately and imagine the kinds of questions a child may ask about how you behave as a Christian. Some of these life events are very ordinary, some occur at times of stress and distress in our own lives.

Give out a list of situations and invite people to think through them in pairs or on their own.

- At the markets shopping for necessities
- At the markets shopping for a gift
- Experiencing your own grief at the loss of an "elder" in your life
- Experiencing your own joy at good news from family or friends
- Reflecting on the difficulties of life
- Reflecting on the intrusiveness of unwanted parts of your culture
- Undertaking and working on an overwhelming task
- Receiving news of a serious permanent illness/disease.
- Cleaning up after an activity
- Sharing a meal together
- Planting a garden
- Harvesting, fishing or hunting
- Sunrise
- Looking at the stars
- Seeing a rarely sighted animal
- Doing a "milestone" activity like starting school, finishing college, getting married, having children
- 1. What questions children might ask about walking with God while in this time/task.
- 2. What Bible passages speak about these activities or times.
- 3. What metaphor or picture in creation can help the children connect with the Bible idea? E.g. with Romans 8:28 when talking about God using all things to work for good... we could talk about frost and, why frosts (which can be very damaging to harvests), are necessary to bring sweetness to citrus fruits before they are picked from the tree.

Note on FROST: Use an idea from your situation or climate, which will help the trainees, understand.

4. Write down and share - How you would respond... then answer the questions (see M2.4).

Be perceptive

Be perceptive with the Bible and how is relates to life and the world around us.

For example, think about **seasons**. What does the Bible say about seasons? Psalm 1:3, Ecclesiastes 3:1, Mark 11:13.

Ask each person to sit alone to reflect on these questions.

- What are the seasons in your nation? What are the signs of change?
- How can the word 'season' be used? (Climatic change each year, or stage of life)
- What season are you in personally in your life? What are the signs of this season?
- What advice would you give to someone who is entering the season you are in right now?

Pair and share- talk to another person about what you have discovered.

Be perceptive of children

Try to notice things about a child's world. What are they talking about? What are they worried about? When are they ready to learn and when are they closed. Try to be aware of the moments they have insight?

Invite questions from children

Try to create a trusting and open culture where children feel comfortable to ask any question. Remind them regularly that all questions are good to ask. There is now such thing as a 'stupid' question. [Reminder from M2.4]

Ask children open-ended questions

It is reasonable to think that when a child asks a question you should give an answer. In fact, a better approach may be to ask them a question back. This will do two things. It will give you time to think and it will help them to discover the answer for themselves. [Reminder from M2.4]

Pair and share- Why is it important for a child to discover something for itself rather than be told by a parent or leader all the time?

Know to postpone answering difficult questions to give you time to think

Sometimes a child will ask a question that you do not know how to answer. It may be on a topic you haven't really thought about or it may be a very sensitive issue for you. It is all right to say, 'I want to think about this before I give you an answer. Can I talk to you about this later?' [Reminder from M2.4]

Conclusion



Pair and share

- What aspects of teachable moments have you found useful?
- What can you do to be better at using teachable moments with children?
 - END session M2.5

APPENDIX: ENERGIZERS AND GAMES FOR A GROUP

	In pairs, one acts as mirror. E.g. waking up this morning, clown putting on make-up.					
Mirror	m. panel, one acte as minor and against merming, or minor patting or mane against					
	With finger, elbow, foot.					
Write your name						
	Mime around circle, object changes form according to imagination.					
Hot potato						
	'Hello' (wave) and response 'Hi' (hold phone to ear).					
Hello – hi	Alternate pitch and speed.					
	In pairs, tie the shoelaces of one, using only one hand of each.					
Tie shoelaces						
	Lyrics (with actions). Sing/chant the song and change the action word each time through:					
Banana song	Bananas of the world unite!					
	Then you peel banana, peel peel banana, then you peel banana, peel peel banana					
	Then you slice banana, slice slice banana, then you slice banana, slice slice banana					
	Peel (right arm arcs down then left arm)					
	Slice (jazz hands, knees cross)					
	Mash (beat fists)					
	Fry (Indonesia – mimic stir fry with hands)					
	Shake (Ukraine – mimic shaking a milkshake or cocktail)					
	Eat (hands up high motion into mouth – alternate sides)					
	Go bananas (crazy-ness)!!					
Hang about!	Hang about, thumbs out, wrists together, elbows together, knees, toes, bottom out,					
. Idily about:	head back, tongue out.					
	Dum dum des dum / one hand supera nose other hand successive hald alternate and					
Dum dum dee-dum	Dum, dum dee dum (one hand squeeze nose, other hand cross over hold alternate ear) dum, dum dee da dum (get faster and harder – Indonesia).					
Dani dani dee duiii	from Ukraine, in circle slapping knees of self and person next to you.					
	Trom okrame, in circle stapping knees of self and person flext to you.					
	Landau dana antina of astinua antina (Abia Abia Abia Abia Abia A					
This and that	Leader does series of actions saying 'this, this, this, this, that'					
inis and that	(children copy when leader says 'this', but not when says 'that' (like the game "Simon says").					

	Move around but not allowed to bump into anyone: swim, hop, move sideways,
Molecules	be a crab, run [leader can gradually bring the boundaries in]
in motion	
	In pairs, 1-2-3 'go!' – each person puts out a number of fingers
Mexican karate	first person to correctly add up fingers on their hand plus the other person's hand wins.
	Either in pairs or as team.
Paper Scissors Rock	Paper (hand flat), Rock (hand shaped as a fist), Scissors (index and middle finger out like blades of a pair of scissors). At the count of 3 a pair of dueling children hold out their choice.
	Rock beats Scissors (blunt); Scissors beats Paper (cut); Paper beats Rock (cover).
	Team Game is where one pair plays Paper Scissors Rock.
	Their outcome triggers one team to run, chase and tip the other.
	Winners chase losers.
	Game ends when there is no one left on one team, or when the leader calls a stop to the game.
Slow motion –	Or shake high – shake low – freeze!
really fast	
	One person invents a motion and a noise to go with it, they start the noise and associated action and another
Human machine	person imagines how they can add an action and noise to what is being done, other people gradually add
	themselves to the human machine until it everyone is a part of it.
	In pairs, 3, 4, 5, 6?!! Hold hands, feet touch in middle.
Pull each other up	
Pass it on	Pass a message down to the front of the line by writing on the next person's back.
F d 3 3 1 C O 11	They imagine what has been drawn and attempt to correctly pass it to the next person (by drawing on their back) and so on.
	The person at the front puts up their hand and guesses what has been drawn on their back
	e.g. triangle, smiley face, banana, clock
	Give each participant a coin. Each person is to meet someone they don't know and share a memory or what
Coin date	happened in their life in the year that is on the coin of the other person.
	Once they have done this they can move around and find a new person to talk with and share a personal story
	with. Allow 5 minutes for this.
	Stand in a large circle. Each person thinks of an action that can be done when their name is said.
Action names	The first person in the circle says their name and does the action.
	Everyone in the circle repeats the name and the action.
	The next person on the left says their name and does their action and then everyone repeats it
	and then does the name and the action of the first person again.
	Continue like this around the circle until the whole group is saying the names and doing the actions of everyone. The game will become very fast and active.
	Imagine that laughter is the only language people can speak.
Laughing is	Each person in the room has to greet others in the room by shaking hands and laughing in their own way.
the only language	No talking is allowed. Allow everyone to move around the room and do this for about 1 minute.
the only language	

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Pass it on laughter	In this extension, you may only greet someone once you have been greeted. One person begins with a fun handshake and a laugh. Everyone who has had this greeting by the original person or someone else who has been greeted this way can then pass it on. How long does it take for everyone in the group to be reached?					
	Spread some wrapped candies on the floor.					
Find the candies						
	1		·	rections but not touching		
	After 60 seconds, ask volunteers to help each of the blindfolded people by giving directions but not touching them. After 60 seconds more, ask the volunteers to take the blindfolded person by the hand and guide them					
	to where the candy is.					
What was my	Each time a statement is made by the trainer each participant has to move to the side of the room that show					
favorite?	which he or she p					
iavorite:	I	•	n or the right if you preferred fruit a	as a child."		
	Use the chart belo	ow to play the game, add your o	own ideas.	1		
	G	io to the left if you	Go to the right if you			
	w	ould have preferred	would have liked			
	to	o go to the zoo	to be given a toy			
	m	nade your own toys	had mostly bought ones			
	re	emember your childhood well	if you remember very little			
	lik	ked going to church	didn't enjoy church or			
			never went to church			
	lii	ked to be alone	liked to be with others			
	Pick one person to	o be 'in' and spread everyone e	lse standing around the room.			
Contagious	Instruct everyone	to pretend to be dead (but the	y stay standing).			
	There should be no movement or sound.					
	Explain that the person who is 'in' has a contagious condition that will infect everyone in the room.					
	But they can only transmit the condition by touch.					
	When they touch or bump anyone in the room, that person who is touched immediately comes to life					
	with the condition.					
	Everyone should copy exactly what the 'in' person is doing in action and sound.					
	For example, the person who is 'in' might be contagious with Clapping.					
	As they move and bump into people, all they touch come alive and start clapping.					
	Try the game 2 or 3 times.					
	You could do it with Laughter, A Crazy Walk, Singing a Song, Sneezing, Doing a Dance Move or let the person					
	who is in come up with his or her own 'condition'.					
	All start crouching on the ground. Anyone can then jump up at any time (more than one at a time is fine –					
Popcorn Prayer	random like popcorn) and thank God for something in a word or short sentence. "Thank you God for"					