

KIDSHUBS

TRAINING GUIDE

HALF DAY VISION CASTING

VERSION 2

Level 2	Making Active Disciples			
	4+ hours			
		MODULE TOPIC	TIME	PAGE
	KH A1	Disciple Making and thinking in a new way	100 minutes	3
KH A2	Demonstrating KidsHubs	120 minutes	10	
KH A3	What's Next? Empowering children to serve	30 minutes	14	



▶ Training program

□ Instructions

This is a suggested program for a half-day KidsHubs vision casting training. The aim of this half-day training is:

- To give a big picture overview of KidsHubs.
- To experience a KidsHub session/s.
- To debrief what makes up a KidsHub session and to begin thinking about what a KidsHubs would look like in your context with your children using your skills and those in your team.
- To discover the answer to “what’s next?” What happens after you’ve started a KidsHub and children are being equipped with new skills and mentored? You will brainstorm ways to empower children to serve using their newfound skills in their family, community and church.

This half-day training has been designed as an addition to the KidsHubs training manual. If you have more time to run a full day or 2 – 3 day training you may add other sessions as you see necessary – see the suggestion below. If you have more training opportunities, then it would be very valuable to practice the skills of identifying and skillfully using ‘teachable moments.’

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 (<i>find at www.max7.org/cycas</i>)
KH1.4	Designing KidsHubs sessions
C1.5	Learning through games (<i>see separate manual or find at www.max7.org/cycas - foundational training level 1</i>)
KH1.5	Models of KidsHubs & KidsHubTV (<i>Information to be shared throughout the training</i>)
Day 3 and 4 – Optional sessions for more days	
M1.5	Helping children grow in faith (<i>find at www.max7.org/cycas</i>)
M1.3	Understanding a young person’s world (<i>find at www.max7.org/cycas</i>)
C1.7	Relational leadership (Optional) (<i>find at www.max7.org/cycas</i>)
M2.3	7 Ways training (<i>find at www.max7.org/cycas</i>)
C2.1-1.4	Child protection (<i>find at www.max7.org/cycas</i>)

KH A1

DISCIPLE MAKING AND THINKING IN A NEW WAY

100 minutes

OUTCOME

At the end of this module participants will be able to understand the Biblical basis of KidsHubs and the importance of thinking and teaching creatively.

STEPS IN THE LESSON

1. Warm-up	5 min
2. Passing faith to the next generation	20 min
3. Jesus and disciple making	30 min
4. Why is Creative Thinking important	15 min
5. How the brain works – pathways and roadblocks	15 min
6. Wrap-up	15 min

WHAT YOU WILL NEED

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

DISCIPLE MAKING AND THINKING IN A NEW WAY SESSION OUTLINE

▶ 1. Warm-up

5 min

What's my favorite?

Each time a statement is made by the trainer each participant has to move to the side of the room that shows which he or she prefers.

For example: "Go to the left if you liked ice cream or the right if you preferred fruit as a child."

Use the chart below to play the game, add your own ideas.

Go to the left if you ...	Go to the right if you ...
would have preferred to go to the zoo/on safari	would have liked to be given a toy
made your own toys	had mostly bought ones
remember your childhood well	if you remember very little
liked going to church	didn't enjoy church or never went to church
liked to be alone	liked to be with others

Pair and Share

Emphasize that learning is life-long. In pairs discuss what you were really good at as a child. Why did you become good at it? What made you love this activity?

Write answers on sticky notes and stick on the flip chart for all to see. Ask a few people to share ideas to the whole group. What principles came through these responses?

▶ 2. Passing faith to the next generation

20 min

Encourage participants to write their answers (simple word/s or short sentences) on sticky notes to put on a flip chart for everyone to see. Use a different color sticky note for each new question.

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. Jesus and disciple making

30 min

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 mentored/made disciples.

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? (OPTIONAL IF TIME)

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)	<i>Eg. Leaders need to 'control' many children but know few very well.</i>
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 creative changes need to be made in how we disciple young people?

▶ 4. Why is creative thinking important?

15 min

We are now going to look at why creativity in our approach to children and making active disciples of Jesus is important both to engage the whole child and help grow their faith.

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 how God has made you. 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 count the total number of fingers wins. Repeat for fun.

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

5. 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. Show diagram on PPT, or on a flip chart.

Say: Let's take a look at the brain. The brain forms patterns when you repeat behavior. First time is hard but becomes easier eg. learning to drive, then 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... and it becomes very difficult to change. Many of the things that hinder children from coming to church /Jesus 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.

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 to each other, 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 space. Put different creative restrictions on each team. Eg. 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, not keeping up with where children are at today etc.)

▶ 6. Wrap-up

15 min

Brainstorm how we connect authentically with children

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

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 mentoring them to follow Jesus.

It uses those things children are already interested in (woodwork, computers, sport, art and craft, 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 coming 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 teachable moments* 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 neighborhood.'

Next session

The next session will include:

- Demonstrating a KidsHub and exploring different models of KidsHubs being used across the world.
- Brainstorming ideas on how to empower children to use the skills they are learning through KidsHub to serve their family, community and church.

KH A2

DEMONSTRATING KIDSHUBS

120 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, participate in a sample KidsHub session, and debrief what makes up a KidsHub session.

STEPS IN THE LESSON

1. Warm-up	10 min
2. Explore different models of KidsHubs & the 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 KIDSHUBS TRAINING PROGRAM

▶ 1. Warm-up

10 min

Fun warm-up – Contagious (*from Appendix*)

Pick one person to be 'in' and spread everyone else standing around the room. Instruct everyone to pretend to be dead (but they 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'.

Debrief the game

Say: the concept of KidsHubs is a contagious one, as kids tell their friends, leaders tell friends in other churches and so KidsHubs grows and spreads. The game also reminds us of how the Gospel spreads, which is what any discipleship strategy does – person-to-person sharing and coming alongside new followers of Jesus, growing and learning together.

▶ 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

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 in your context. 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, the space available

Discuss these together and add any others.

▶ 3. Ideas of what others have done in KidsHub sessions

40 min

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 have 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.kidshubtv.com (and 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.

▶ 4. Debrief & 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 and share with your team.

- 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?

Pair & Pray

In pairs pray for each other and the hopes and plans you have discussed.

END session KH A2

KH A3

WHAT NEXT? EMPOWERING CHILDREN TO SERVE

30 minutes

OUTCOME

At the end of this module participants will discover the answer to “what next?” What happens after you’ve started a KidsHub and children are being equipped with new skills and mentored? You will brainstorm ways to empower children to serve using their newfound skills in their family, community and church.

- Note: If you have more time, allow the groups a longer time to work through and discuss steps 2 & 3.

STEPS IN THE LESSON

- | | |
|--|--------|
| 1. Warm-up | 5 min |
| 2. The DNA of KidsHubs | 10 min |
| 3. Brainstorm how to empower your children | 10 min |
| 4. Wrap up | 5 min |

WHAT YOU WILL NEED

- Bibles and notepaper
- 5 Statements about the DNA of KidsHubs on separate pieces of paper or card

WHAT NEXT? EMPOWERING CHILDREN TO SERVE TRAINING PROGRAM

▶ 1. Warm-up

5 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.

Say: you have heard all about KidsHubs and experienced a KidsHub session and seen some resources NOW we want to put all ideas about KidsHubs, that it is just a program or set of lessons, aside. It is all about mentoring children and growing their faith.

The outcome of KidsHubs is to see children mentored in small groups and grow as disciples of Jesus.

▶ 2. The DNA of KidsHubs

10 min

Say: So if KidsHubs is more than just a set of lessons what is it?

1. It is a natural or informal approach to growing children as followers of Jesus.
2. It is about leaders/parents using teachable moments.
3. It is about small groups – relational mentoring.
4. It focuses on those things children are interested in. And seeks to empower children with their skills to share them with others.
5. It is creative, flexible and learner-focused.

Discuss the DNA of KidsHubs

5 min

Have the 5 statements of what the DNA of KidsHubs is written on separate pieces of paper or card. Divide the participants into 5 groups (or more if you have large numbers). Give each group one statement and ask them to discuss the following two questions for 5 minutes:

- Why or how would children benefit from this?
- What would be the result if we only used a large group approach with children rather than a small group approach like this?

Share responses

5 min

Ask a person from each group to share their responses.

▶ 3. Empowering children to serve

10 min

Brainstorm a teachable moment

5 min

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, somewhere between 5-16 yrs, describe what the child is like, male/female, what sort of experiences?)
- Person 2. Thinks of something they need to learn from the Bible (*example: They are not getting on well with other children, they are not very generous*)
- Person 3. Thinks of an object that kids 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 a little teachable moment for this child you have imagined together.

If time, ask some groups to share their teachable moment.

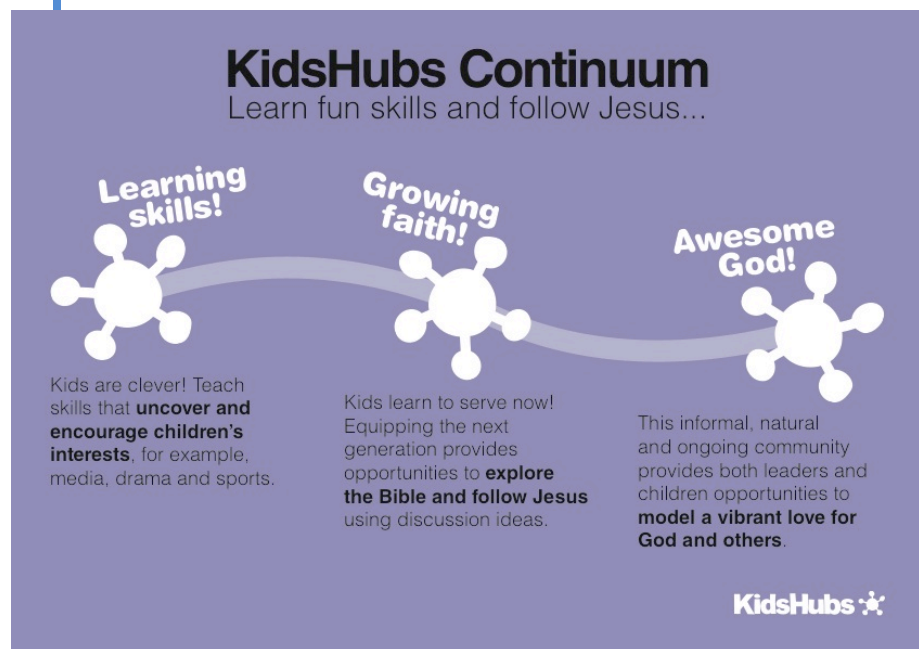
Say: In its simplest form KidsHubs is: Adults finding teachable moments to share with a small group of children as they learn new skills and follow Jesus together.

Explain the different forms of KidsHubs using the graphic below.

Learning skills! There are lesson resources at www.kidshubs.com/resources that can help start a group. The media, drama, computer & puppetry sessions are structured with 5 steps (see pg.12 KH A2) and are detailed.

Growing faith! As your group develops you can try more informal lessons (example: see the *Vegetable Garden Guide*) that suggest a skill, a Bible passage & some questions as a guide. Children and teens can be encouraged to start using their skills in the community to help and reach out.

Awesome God! The skills you, the children and teens in your group learn together and then use in your community are limitless. Your KidsHubs can expand to include leaders with different skills to teach. Teen leaders can be encouraged to teach skills to younger children. Families can be encouraged to start their own KidsHubs working on a community project for example. The Bible can be included naturally as you grow in faith together.



Brainstorm how to empower children to serve

5 min

- Decide on a KidsHub you could run, and after some time how you could empower those same children to use their newfound skills.
- Could they help you run a KidsHub session?
- Could they prepare something for your next session?
- Could they help train and teach younger children in their new skill?
- Could they use their skills at church, in their community, family?

Pray for each other

In your groups of three pray for each other and the children you hope to disciple.

END session KH A3
