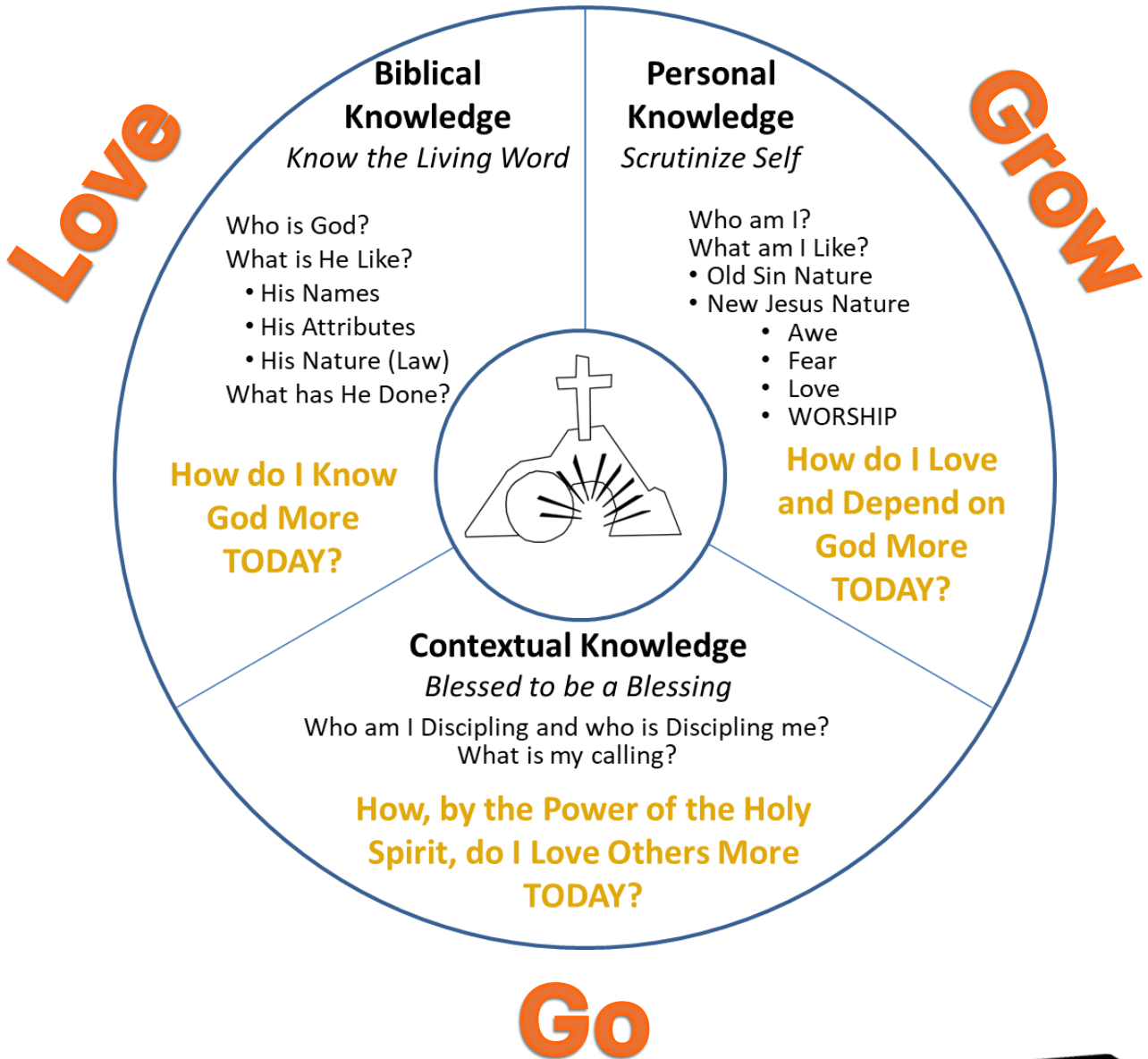




Radiant Theology School

Every disciple, an Independent/Interdependent Lifelong Learner



Summative Assessment: Gospel Fluency



Worshipers Love

Lovers Worship

Deut. 6:4-9

5 Stages of Fluency

- Emergent
- Basic
- Conversant
- Proficient
- Fluent

5 Story Arcs of THE Story

- Creation
- Fall
- Love
- Sacrifice
- Promise

Learners Teach

Teachers Learn

Matt.28:18-20

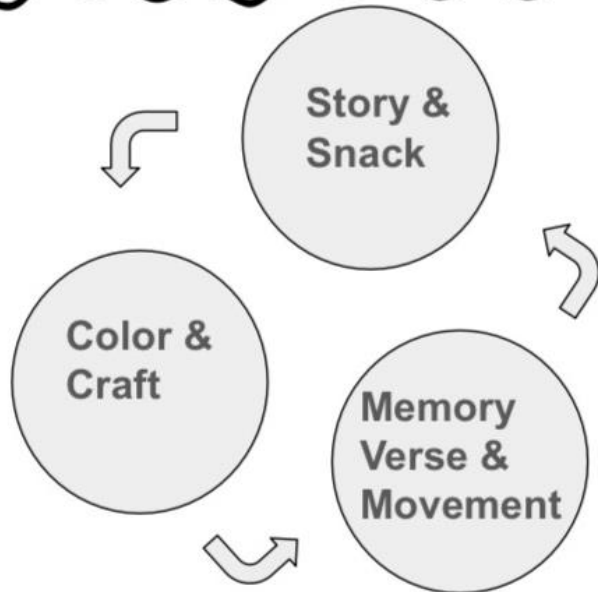
Station and Rotation Helps

Overview

Radiant Kids

Rough Schedule

10:55-11:05 Check In
11:00-11:20 Worship
11:25-11:35 Arrival/Songs
11:35-11:45 Station 1
11:45-11:55 Station 2
11:55-12:05 Station 3
12:05-12:15 Dismissal/Songs



Pre K 5-7yo 7-9yo

-Kids grouped by age to tailor the story to their needs.

-We need 4 volunteers per week!

- story/snack
- coloring/craft
- verse/movement
- floater/bathroom

Bathroom Policy

-kids escorted by a kids church volunteer who will wait in the hall
-if your child does not use the bathroom independently, nursery play space may be a better fit

****HEADS UP!**

-We ask parents to wait for a kids church volunteer to retrieve your child from the classroom
-Ideally pick them up after 12:10, but before the last song ends!

Routines + Expectations ⇒

!Attention! - to quiet the kids,

say "show me 5" + hold up 5 fingers
Then say "show me 4" + hold up 4 fingers

* go slowly

* start loud + get quieter

* use proximity and/or tactile to remind kids who are not following along

* praise the kids who are listening with specific feedback

• Begin singing as soon as kids arrive

- 3 other adults whisper reminders till all kids are on the rug

• Introduce Yourself + remind them they will go to each station

• Send 8 + 9 go to the memory verse station

• Send Kinders + 6 go to the color station

• Begin coralling the pre ks

• consider size of two older groups as you divide the 7yo (1st g could go color + 2nd g could go memory verse)

• Countdown, say "I need everyones feet on the rug in 10"

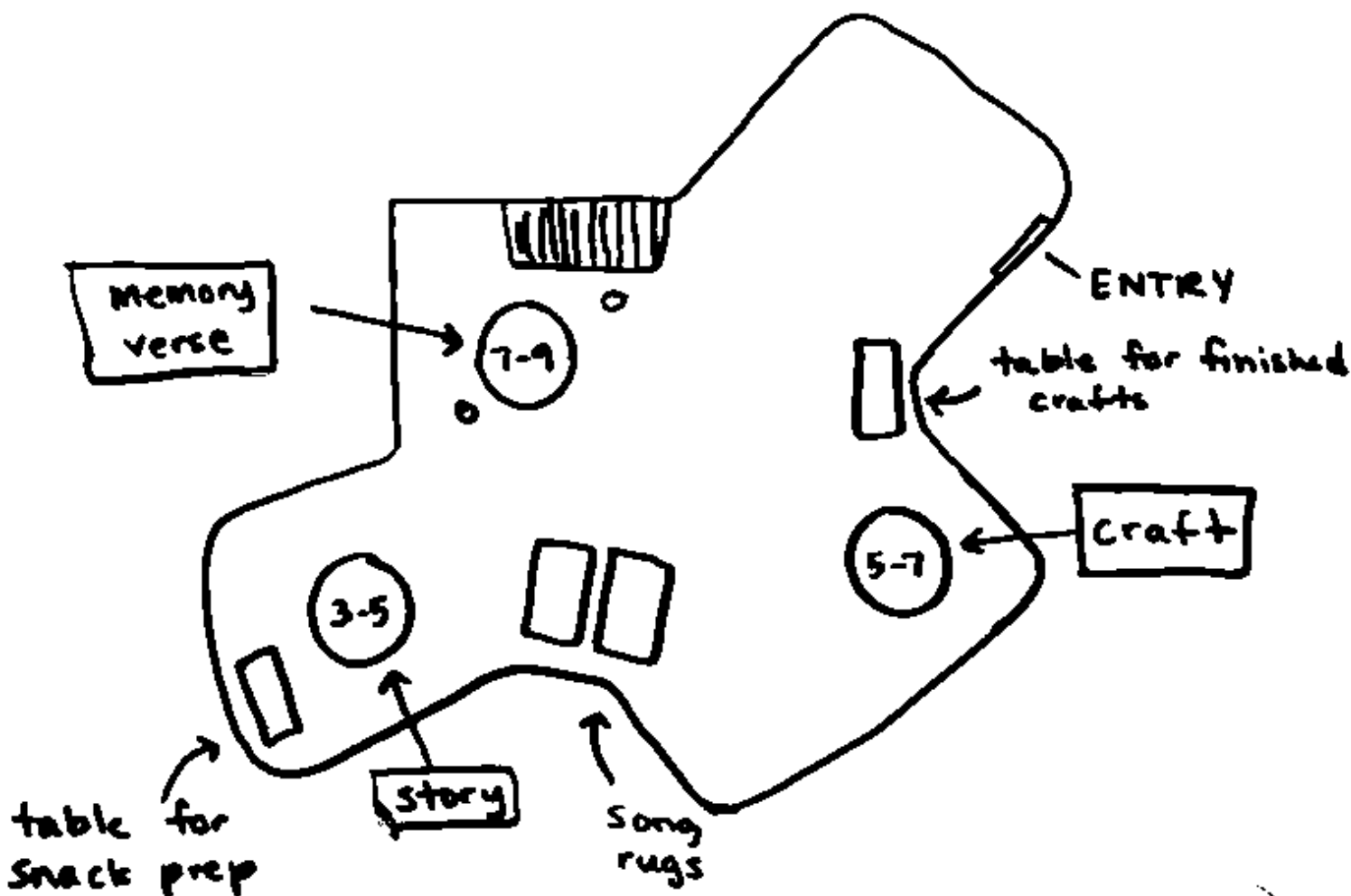
• remind them, we will sing until parents arrive + a teacher will tell you its time to leave

• deliver last kids if announcements are starting

If you have a tough kid who is not responding to redirection, send the floater to grab Mike or MayPat.

Teacher To Dos →

- set up stations
- plug in doorbell, set volume, set tune
- determine volunteer roles
(story/snack, color/craft, memory/movement, floater)
- who will lead songs? (arrival, departure)
- who is in charge of the timer/countdown?



mins

0-5 Arrival/Songs

6-15 station 1

16-25 station 2

26-35 station 3

36-40/45 Dismissal/Songs

~ 11:25-11:30 songs

11:30-11:40 station 1

11:40-11:50 station 2

11:50-12:00 station 3

12:00-12:05 Songs

Story & Snack

- fill water jugs
- prep cups of snack & water on left table
- review materials (narrative, visuals, questions)

* your first group is: 3-5 yo
 then 7-9 yo
 finally 5-7 yo

Before Sunday:

- spend time in the scripture passage
- read through the narrative
- decide on visuals (print some/ask Mike for felt)
- practice telling the story
- consider/write down both simple & thought provoking questions to end with.

Memory Verse + Movement

-
- review memory verse
 - decide on a game/activity
 - consider what adaptations you'll make for the youngest group specifically

*Your first group is: 7-9 yo
 then 5-7 yo
 finally 3-5 yo

Before Sunday:

- you might consider what game you'd like to do with the kids
- see the CEF handout for ideas
- consider materials you'll need + check with Mike if you're not sure they're on the cart.

Color & Craft



- Set out color pages
- arrange craft supplies

* At the end of this station, have kids put their items on bft table near the water fountain.

* Your first group is: 5-7yo
then 3-5yo
finally 7-9yo



Before Sunday:

- plan a craft
- check-in w/ Mike for ideas &/or materials
- make a sample

Appendix 1

Some good
reminders about
shepherding
teachers' and
students' hearts

Family Ministry Values, modeled from Parenting Gospel Principles

1) Overarching principle:

“parenting is not first about what we want *for* our children or *from* our children, but about what God in grace has planned to do through us *in* our children.”

-- Paul Tripp

	Ambassadors	Owners/Bosses
Identity	<ul style="list-style-type: none">• Learners— teachers see themselves as “works-in progress” and look for what God has for <i>them</i> in the lesson	<ul style="list-style-type: none">• Teacher /expert – teachers assume there is nothing new to learn from the lesson
Work	<ul style="list-style-type: none">• Servants – Sacrificially giving of time and energy	<ul style="list-style-type: none">• Volunteers – give out of convenience/surplus
Success	<ul style="list-style-type: none">• Audience-appropriate proclamation• Safe/respectful people and environment• Spirit led teachers and helpers	<ul style="list-style-type: none">• Behavior-based metrics (not that they are bad, just not necessarily a true measure of success)
Reputation	<ul style="list-style-type: none">• Jesus first – gospel-centered lessons• Safe – parents know children will be well cared for• Memorable – kids leave talking about the lessons	<ul style="list-style-type: none">• Consumer-based metrics (entertainment, bling)

2) The art of walking out our **calling** (as it applies to parenthood and Servant Ministry)

- **Model Christ**
 - In real time
 - Ages 0-5 are exceptionally receptive to learning
- Not a burden in the physical/emotional sense
- **Is** a burden spiritually, with Christ carrying the load, and leading us through.
- Creates a strong sense of intentionality
 - Guides and informs setting of **priorities**
- Demands **REAL TRUST**
 - Trusting that Jesus is the **Lead Shepherd**
- Refines us (sanctification)
 - God doesn’t need our help. Rather He invites servants into his ministry of reconciliation and restoration to **experience** reconciliation and restoration in their hearts, and **bless** those they serve by confessing the transforming work of Jesus.

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with ridicule,
he learns to be shy.
If a child lives with shame,
he learns to feel guilty.
If a child lives with tolerance,
he learns to be patient.
If a child lives with encouragement,
he learns to have confidence.
If a child lives with praise,
he learns to appreciate.
If a child lives with fairness,
he learns justice.
If a child lives with security,
he learns to have faith.
If a child lives with approval,
he learns to like himself.
If a child lives with acceptance and
friendship,
he learns to find love in the world.

In This House...

1. We obey our Lord Jesus Christ.
2. We love, honor and pray for one another.
3. We tell the truth.
4. We consider one another's interests ahead of our own.
5. We speak quietly and respectfully with one another.
6. We do not hurt one another with unkind words or deeds.
7. When someone needs correction, we correct him in love.
8. When someone is sorry, we forgive him.
9. When someone is sad, we comfort him.
10. When someone is happy, we rejoice with him.
11. When we have something nice to share, we share it.
12. When we have work to do, we do it without complaining.
13. We take good care of everything God has given us.
14. We do not create unnecessary work for others.
15. When we open something, we close it:
16. When we turn something on, we turn it off.
17. When we take something out, we put it away.
18. When we make a mess, we clean it up.
19. When we do not know what to do, we ask.
20. When we go out, we act just as if we were in this house.
21. When we disobey or forget any of The 21 Rules of This House, we accept the discipline and instruction of the Lord.

Appendix 2

Working with challenging students

Relationally-informed classroom management. Working with “challenging” students

The key to connecting to any child is to love them **unconditionally** and to provide them with tender, attentive care. To give unconditional love is to first, be truly glad to be with that person, which requires a heart check; asking whether desired outcome elevates behavior management over relationship. The true goal in the classroom is to help children see and learn what having a loving relationship with God looks like.

Loving “challenging kids” unconditionally may look from the outside as unfair, because it can mean giving a disproportionate amount of time or energy to helping them, compared to other less-challenging kids. But as we see in scripture this “unfairness” is otherwise known as GRACE! Grace *is* unfair; it’s disproportionate because it comes at a COST to the **grace-giver(s)**! Yet at the same time, there is great equity when unconditional love is extended to every child in the room.

The following classroom management suggestions, are based on a system developed at Texas Christian University Institute of Child Development, called Trust-Based Relational Intervention.(TBRI), is founded on the following three principles:

1. **Empowerment Principles:** Focus on addressing a child’s physical and ecological needs to create a foundation for healing.
 - Examples in the classroom include creating a predictable and nurturing environment.
2. **Connection Principles:** Address attachment and relational needs by fostering trust, playful engagement, and attunement between caregiver and child.
 - Techniques include building awareness of the child’s cues (both verbal and nonverbal), emphasizing caregiver self-awareness, and practicing playful, nurturing interactions that promote bonding.
3. **Correction Principles:** Teach behavioral self-regulation and social competence.
 - Proactive strategies – for example. greeting child with gladness and telling them you are glad to be with them
 - Responsive strategies (like the IDEAL response framework (next page)) are used to guide children toward healthier responses to situations without shame or punishment.

IDEAL Response

I—Respond **immediately** to the behavior (Hester, Hendrickson, & Gable, 2009) because research proves that learning is greatest when the response is in swift temporal proximity to the behavior.

D—Respond **directly** to the child through eye contact, giving them undivided attention, and bringing them nearer to you physically for teaching and guidance (Danforth, 2006) because research documents significant shifts in brain chemistry and activity during eye contact and proximity.

E—Respond in an **efficient** and measured manner. This is reflected in Levels of Response, in which caregivers use the least amount of firmness, corrective effort, and verbal directive that is required to correct the behavior (Hester, Hendrickson, & Gable, 2009). This strategy also helps children gain trust, knowing adults will not overreact to their behaviors

A—The response is **action**-based. Redirect the child to practice an appropriate behavior alternative. Physically lead them through a real-life “re-do” when possible. Once the “re-do” is successful (because they used the appropriate alternative behavior), praise the child (Heimlich & Ardoin, 2008; Hohnke & Sur, 1999; Reed, 1996).

L—**Level** the response at the behavior, not at the child. Never reject the child as a person, only respond to the behavior (Barber & Harmon, 2002; Mills & Rubin, 1998).

Level One: Joyful Engagement—A low-level challenge, for example mouthiness, verbal disrespect, or non compliance may be met with playful engagement. For example in response to a child who demands “Give me that crayon!” the caregiver may respond playfully, “Are you askin’ or tellin’?” Then the caregiver guides the child to a behavioral re-do in which the child asks with respect for the crayon.

Level Two: Structured Engagement—With a slightly elevated challenge, such as when the child doesn’t respond appropriately to playful engagement, the caregiver may offer choices. For example, a six-year-old on the playground who demanded that her teacher pick her up and carry her in, was asked at Level One, if she was “askin’ or tellin’.” The youngster replied forcefully that she was telling, to which the teacher responded, “You have two choices, you may ask with respect or you may simply walk into the building yourself.” At that level, the young girl asked with respect, and the teacher then carried her playfully into the building.

Level Three: Calming Engagement—When there is a risk of full escalation, the caregiver must be carefully attuned to this danger. At this level, caregivers are encouraged to give the child or youth a chance to do “time-in” and think about what they need while the adult is nearby.

Additional Ideas incentives for Level Two choices (Per MaryPat Schafer):

- treat
- sit anywhere
- activity with a jr helper
- a trip up the stairs? Maybe?
- positive report to mom (this could be mid service too, like he sneaks a sticky note to her and gets a hug
- public shout out
- help pass out snack
- sit in a blue chair (maybe convince him to color in the blue chair :)
- look at the animals for 5 mins
- one on one time with someone he likes to tell them how awesome he was... (I would do lunch with the teacher, or a visit to the custodian, or the secretary at the front office, so we'd need to get creative)

Another short list from TEACHING Exceptional Children (Gable, 1991)

- Adult approval (easy)
- Peer approval (how can we foster this?)
- Competitive approval (need to find what he's good at)
- Independent rewards (free choice time)
- Consumable rewards

Appendix 3
Suggestions for
memory verse
activities

Memory Verse Review Activities

“stand-up wave”: Have a child stand, raise arms above their head and say the first word of the verse then sit back down. Meanwhile, the next child stands, raises arms, and says the next word in the verse and sits down. The pattern is repeated for each word in the verse.

“Verse in motion”: Create simple motions that go along with the verse. Allow children to come up with one or two motions.

“Verse Pass”: Have the children sit or stand in a circle and pass around an object as they repeat the verse. The child holding the object when the verse is completed says the verse with the teacher. After several repetitions challenge a child who appears ready to say the verse by themselves.

“Change the Volume”: Motion with your hand to indicate how loudly or softly the children should say the verse. Hold your hand low for quiet, in the middle for medium and high for loud. Change the volume either at the end of the verse or several times during the verse. You may want to allow a few children to control the volume as the game progresses. A variation is to use a voice high in tone or low in tone.

“Erase a word”: Write the verse on a chalkboard or whiteboard or pieces of paper (one word per page). After repeating it one or two times, erase/remove a word, and repeat the verse. Continue until all words are removed.

“Crazy Stand-Ups”: Have those wearing socks stand and say the verse... those who ate breakfast...those who like baseball...and so on. Keep the game moving from one category to the next but be sure the children are saying the verse each time.

“Crazy Cards”: Write each of the following phrases on a note card: blink your eyes, touch your head with your hands, fold your arms, march, turn around slowly, stand on one foot, rub your stomach, jump up and down. Fan the cards in your hand and allow a child to pick one. The class then does what the card says while repeating the verse. Continue until all cards have been drawn.

“Backs to the Class”: Have Children line up in front of the class, one child holding each part of the memory verse visual. Repeat the verse several times. Then have one child holding part of the visual turn his back to the class as the children continue to repeat the verse. Continue until the entire visual is hidden.

“Jumping Words”: Choose a letter which is the beginning letter of at least one word in the verse-I, M, S, T or W would work best. As the class repeats the verse, children jump to their feet when they say the word that starts with that letter. Continue, allowing the children to take turns choosing a letter.

“Walk a Verse”: Repeat the verse as the children walk in place, saying one word for each step taken. Add variety by changing the pace-walking normally, very slowly or quickly, or even jogging in place.

“Pop Corn”: Have students take turns standing and saying a word or a phrase.

“Verse Toss”: Line up the class in two rows so the children are facing each other. Start at one end, having the children toss a beanbag or other soft object back and forth between rows until it reaches the other end. As each child catches the object, everyone repeats the next word of the verse. Reverse the direction of the object each time it reaches the end of the rows

“Two cubes”: On one put an action on each side (stand on one foot, jump up and down etc.). On the other put different kinds of voices on each side (high voice, opera voice, robot voice etc.) Have one or two children at a time come and toss a cube. Have the children repeat the verse using the voice and action that show up on the cube.