At CHBC, our teacher’s binders have evolved over the years. They have changed as our size has changed; as our teachers’ needs have changed; and, as the children we teach have changed.

Here is some information about our binders and why we make them the way we do. Following these explanation, I have included a listing of the Tabs as we use them; and, the key, introductory materials we include in the first part of our Teacher’s Binders.

As you consider how to make effective teachers’ binders for your church, you may be helped at looking at what we have done; but, it the end, it will take time and feedback to create a binder that works best for your particular needs.

**Our Program**

1. We have multi-age and kindergarten groups.

2. We have only 5 groups, one of which is a kindergarten group.

3. Our teachers volunteer to teach one month at a time.

4. Our teachers need help remembering basic, key teaching tips and classroom management tips, and logistical matters, such as where to find a substitute teacher, or who to contact for more teaching help.

**Our Teachers’ Binder**

1. We include both the regular lesson plan and the kindergarten lesson plan for each week of curriculum.

2. So, we combine some of the activities together and choose not to use others at all.

   We combine:
   - the Story Review Game and the Big Idea Game into one group
   - The Scripture Game and Song into one group
   - The Hymn and VIPP activity into one group
   - We give the craft activity to the Kindergarten group as another possible activity

3. We include enough curriculum for 4 or 5 Sundays, depending on how many Sundays there are in the month.

   4. We copy this key information on YELLOW paper and put it in tabs at the beginning of our binders, for easy access.

   We do a personal hand-off of curriculum the week before the teachers need it, updating them on any changes, special situations with the children, and to answer any of their questions.

   We include copies of how to story-tell well, how to lead small groups and Closing Large group within the curriculum for each week as reminders. We print these on YELLOW paper instead of WHITE, so they are readily noticed.
Our Program
5. Our teachers are overwhelmed by too much information.

6. Our teachers are helped by knowing who is responsible for each activity, each week.

7. Our teachers are helped by having a session schedule with the order of activities and approximate times when they take place.

Our Binder
• 5. We only include in our binders what the teachers will need for each week. In periods when we have had lots of new teachers, we have even custom-made each binder for each teacher. During these times, we only include the materials they need to teach the particular small group activity they are in charge of each week. While this is definitely more time consuming, it does help these new teachers adapt to the new curriculum more quickly. We are currently in a season like this now.

• We also have our new teachers come and observe Praise Factory at least one time before they teach. This helps them to understand the curriculum and how we use it better.

• We hand off our binders personally at least a week before they are scheduled to teach, walking them through the binders.

• We use lots of tabs in the binder to provide easy reference to its contents.

• We use three colors of paper to help differentiate the three different sections of the binder: the key introductory materials (yellow), the curriculum for the Big Ideas they are teaching (white), and the appendices (blue).

6. We include a chart listing the names, groups and activities of all the teachers teaching at the same time.

7. We include a copy of the Session Schedule in each week’s curriculum. If there is a special event that might make our session run particularly short or long, they can use the session to decide which activities to shorter/lengthen to accommodate the teaching time they have.
# Praise Factory Teacher’s Binders at CHBC

## Supplies we use:

<table>
<thead>
<tr>
<th>Paper/Sheet Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow Paper</td>
<td>For very important information you don’t want them to miss</td>
</tr>
<tr>
<td>White Sheets</td>
<td>For regular curriculum</td>
</tr>
<tr>
<td>Blue Sheets</td>
<td>For appendices</td>
</tr>
</tbody>
</table>

4 sets per binder Staples® Extra Wide Tab Dividers, Clear, 8-Tab ($1.99 per set)

2.5 – 3” binders (Costco sells these very reasonably)

## INTRODUCTORY MATERIALS

**Yellow Paper**

**Tab 1** Important Praise Factory Info

- Important Praise Factory Information
- Contact People

**Tab 2** Introduction to Praise Factory

- Basics
- Session Overview Chart
- Session Schedule

**Tab 3** Key Teaching Tips

- Opening Large Group Teaching Tips
- Echo Chamber Teaching Tips
- Story Time Teaching Tips
- Big Idea Story Cheat Sheet
- The Gospel
- Small Group and Closing Large Group Tips
- Drama Group Cheat Sheet
- Story Review Games Group Cheat Sheet
- Big Idea Games Group Cheat Sheet
- Scripture Verse Games Group Cheat Sheet
- VIPP Group Cheat Sheet
- Scripture Verse Songs Group Cheat Sheet
- Hymns Group Cheat Sheet
- Crafts Group Cheat Sheet
- Classroom Management Tips

These all come out of the Praise Factory Teacher’s Binder Introduction

These are taken from the Teacher Binder Appendices

Only include Responses to Behavior Issues and Common Behavior Scenarios
<table>
<thead>
<tr>
<th>White Paper</th>
<th>CURRICULUM FOR BIG IDEA</th>
<th>This is the curriculum that you download and print out for a particular Big Idea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tab 4</td>
<td>Big Idea Overview Materials</td>
<td>Title Page, User’s Guide, Big Idea Overview, Take Home Sheet</td>
</tr>
<tr>
<td>Tab 5</td>
<td>Big Idea Echo Chamber Resources</td>
<td>Echo Chamber Resources, as grouped in the Big Idea</td>
</tr>
<tr>
<td>Tab 6</td>
<td>Big Idea Music Resources</td>
<td>Music Resources, as grouped in the Big Idea</td>
</tr>
</tbody>
</table>
| Tab 7       | Big Idea Week 1 Story and Activity Resources | Story, Session Schedule, Lesson Plans and Activity Resources listed for Week 1  
Include just the resources for activities you plan to use  
You may also want to include again here the Story-Telling Tip, Big Idea Story Cheat Sheet, Echo Chamber Teaching Tips; and, Small Group and Closing Large Group Teaching Tips. We do and it has made a big difference in the teaching! |
| Tab 8       | Big Idea Week 2 Story and Activity Resources | Story, Session Schedule, Lesson Plans and Activity Resources listed for Week 2  
Include just the resources for activities you plan to use  
You may also want to include again here the Story-Telling Tip, Big Idea Story Cheat Sheet, Echo Chamber Teaching Tips; and, Small Group and Closing Large Group Teaching Tips. |
| Tab 9       | Big Idea Week 3 Story and Activity Resources | Story, Session Schedule, Lesson Plans and Activity Resources listed for Week 3  
Include just the resources for activities you plan to use  
You may also want to include again here the Story-Telling Tip, Big Idea Story Cheat Sheet, Echo Chamber Teaching Tips; and, Small Group and Closing Large Group Teaching Tips. |
Praise Factory Teacher’s Binders: Appendices

Blue Paper

APPENDICES

Tab 10 The Praise Factory Teacher’s Binder Introduction
This is the Praise Factory Teacher’s Binder Introduction

Tab 11 Opening Large Group Resources
This is Appendix A of the Praise Factory Teacher’s Binder

Tab 12 Drama Group Resources
This is Appendix B of the Praise Factory Teacher’s Binder EXCEPT The SPEAKER SHEETS

Tab 13 Drama Speaker Sheets
These are taken from Appendix B of the Teacher Binder

Tab 14 Games Group Resources
This is Appendix C of the Praise Factory Teacher’s Binder EXCEPT the games

Tab 15 Story Review Games
These are taken from Appendix C of the Teacher Binder

Tab 16 Big Idea Games
These are taken from Appendix C of the Teacher Binder

Tab 17 Scripture Verse Games
These are taken from Appendix C of the Teacher Binder

Tab 18 Craft Resources
This is Appendix D of the Praise Factory Teacher’s Binder EXCEPT the CRAFT PRESENTER SHEETS

Tab 19 Craft Presenter Sheets
These are taken from Appendix D of the Teacher Binder

Tab 20 VIPP Group Resources
Only include the “Walk through the VIPP Group” and the VIPP Cheat Sheet from Appendix E of the Teacher’s Binder

Tab 21 VIPP Games
These are taken from Appendix E of the Teacher Binder

Tab 22 VIPP Clue Sheets
These are taken from Appendix E of the Teacher Binder
### Praise Factory Teacher’s Binders: Appendices

<table>
<thead>
<tr>
<th>Tab 23</th>
<th>Songs Group Resources</th>
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<tbody>
<tr>
<td></td>
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<table>
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<tr>
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<th>Songs Games</th>
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<tr>
<th>Tab 25</th>
<th>Song Intro Sheet</th>
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<th>Tab 26</th>
<th>Kindergarten Group Resources</th>
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<tbody>
<tr>
<td></td>
<td>This is Appendix C of the Praise Factory Teacher’s Binder EXCEPT the games and the VIPP Clue Cards</td>
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</table>

<table>
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<tr>
<th>Tab 27</th>
<th>Best Kindergarten Games: Story Review Games</th>
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<table>
<thead>
<tr>
<th>Tab 28</th>
<th>Best Kindergarten Games: Big Idea Games</th>
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<tr>
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<table>
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<tr>
<th>Tab 29</th>
<th>Best Kindergarten Games: Scripture Verse Games</th>
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<td>These are taken from Appendix G of the Teacher Binder</td>
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<tr>
<th>Tab 30</th>
<th>Best Kindergarten Games: VIPP Games</th>
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<table>
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<th>Tab 31</th>
<th>Best Kindergarten Games: Song Games</th>
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<th>Tab 32</th>
<th>Classroom Management Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is Appendix H of the Praise Factory Teacher’s Binder</td>
</tr>
</tbody>
</table>
Important Praise Factory Information

Preparing to Teach

1. **Read through your first week’s curriculum before Sunday.** There are sometimes things that you need to get ready and Sunday morning may be too late to get them done adequately. There may be questions you need to ask someone else regarding content, activity or supplies.

2. **If you are doing Drama group, you will be telling the story!** Make sure you prepare during the week! A great presentation of the story is foundational to how the rest of the session goes!

   Read through the following materials in the back of the binder on story-telling and on leading the Drama Group as a refresher:

   Read through these:
   - Step by Step through a Praise Factory Session—Opening Large Group and Drama Group sections
   - The Echo Chamber/Story-telling Appendix
   - The Drama Group Appendix

3. Make sure you know what special assignments you have, such as snack, sign in or leading Echo Chamber. This will be noted in the email you receive from the Children’s Ministry Administrator sometime prior to your teaching month.

4. Show up in the Praise Factory room no later than ______________/

5. If you are doing sign in and have all your materials for class prepared, it is still important that you let the other teachers know you are present and your activity is ready to go.

6. Pray during the week for your teaching and the children’s learning during the session.

7. It is also extremely important that all the teachers pray as a group before the session.

8. Review the classroom behavior expectations and tips found in the Classroom Management Appendix at the back of the binder. These will really help you with behavior issues.

9. Feel free to contact ______________ with your questions.
Important Praise Factory Information

Your Praise Factory Binder

Take time to familiarize yourself with your binder. Here are some things to note:

- Since there are three weeks of lessons for each Big Idea and four or five weeks in each month, you will always be teaching parts of two (or even three on extremely rare occasions) Big Ideas.

- Your binder includes the curriculum you will need to teach for the entire month. The tabs are color-coated to help you find the resources you need.

Yellow Tabs: include
- Must Read Praise Factory Info
- Contact People
- Intro to Praise Factory

Green Tabs include:
- Curriculum for the first of two Big Ideas used in a month

Blue Tabs include:
- Curriculum for the second of the two Big Ideas used in a month

Orange Tabs: Resources for teaching each part of Praise Factory:
- Step by Step through a Praise Factory Session
- Echo Chamber and Story-telling
- Drama
- Story Review Games
- Big Idea Games
- Scripture Verse Games
- Scripture Song
- Hymn
- VIPP
- Kindergarten Group
- Classroom Management Tips (helping children to behave well)

The information in the Yellow tabs and the Orange tabs are very, very important to read as you get started in teaching Praise Factory!

Go back and review the information in the Orange tabs, ESPECIALLY THE STORY-TELLING and the CLASSROOM MANAGEMENT TIPS SECTUINS, as you teach different parts of the curriculum. This will help you teach well.
Important Praise Factory Information

Choosing Months to Teach

1. Please be careful to choose months in which you will be available all Sundays. We understand there may be times when this is not possible, but it is extremely important for continuity’s sake to try to keep the same teachers in place all month.

Finding a Substitute

1. The Children’s Ministry Administrator (CMA) and the Deacon of Children’s Ministry are available to help you find a substitute. There is a Children’s ministry Google group dedicated to finding substitutes. Ask the CMA about it if you are looking for a sub.

2. It is important that you choose someone who has taught Praise Factory before. (Obviously, if you can’t find an experienced person, we will take an inexperienced person and do our best to train them!)

3. Often, you can get someone assigned a different month to switch a week with you. (They teach a week for you and you teach a week for them).

4. Make sure the substitute knows what activity, what group of children and if they have any extra responsibilities (such as sign in, snack or Echo Chamber) the week they are teaching.

5. Please let the CMA and the rest of the team know who your substitute is. It may affect their preparations.
Contact People

Deepak Reju, Pastor of Counseling and Families
Contact Number: xxx
Contact for:
• unusually difficult situations with parents or children
• pastoral advice for sensitive situations

Jennilee Miller, Children’s Ministry Curriculum Coordinator
Contact Number: xxx
Contact for:
• advice on dealing with behavior or other classroom issues
• teaching strategies and curriculum questions
• mild to difficult situations with parents or children

Gio Lynch, Children’s Ministry Administrator
Contact Number: xxx
Contact for:
• immediate, on-going, or future classroom and curriculum supplies needs, Monday - Sunday
• immediate, on-going, or future issues with the physical classroom needs, Monday - Sunday
• teacher scheduling and help finding teacher substitutes, Monday - Sunday

Trevor Taylor, Deacon of Childcare
Contact Number: xxx
Contact for:
• immediate classroom and curriculum supply needs, Sunday
• short term issues with the physical classroom needs, Sunday
• help with finding teacher substitutes, Sunday
• stepping in as a temporary substitute until a second teacher arrives to the classroom

The Hall Monitor on Duty
Contact by classroom pager
Contact for:
• temporary second teacher in a classroom as you deal with another issue (bathroom breaks, behavior, etc.)
• simple supply needs during class time
• contacting parents or one of the Children’s Ministry Team during or immediately after class any emergency or security situation
Tab 2 Resources
PRAISE FACTORY BASICS

What is The Praise Factory?
The Praise Factory is a six year, multi-age children's systematic theology curriculum for elementary school children. It is comprised of 104 biblical truths-- called "Big Ideas"-- divided into 16 units, common to a systematic theology. These concepts, centering on the God-head, the Church and personal holiness, are basic to Christianity; yet, many children receive little or no focused education in them.

Why Systematic Theology?
A systematic theology is an ordered study of who God is, who He has made us to be, His plans for us and this world, His work of salvation for His people, and the things of the world to come. It gives children an opportunity to consider the magnificent way that God has ordered all things to His glory; and, equips them with a strong foundation of God's Truth to grow and live for Him in this world, with an eye of hope and joy towards the next.

How is Praise Factory Structured?

Big Idea Cycles
Each of the 104 Big Ideas is studied in three-week cycles. During the first week, the Big Idea is introduced and illustrated with a Bible story and key Scripture Verse that highlight the Big Idea. During the second week, the Big Idea and Scripture Verse are reviewed, but a "Story of the Saints"-- a story from church history, missions, or everyday life--is used, instead of a Bible story, to illustrate the Big Idea. The third week of material incorporates a Bible story from the Testament of the Bible not used in Week One. All three weeks of material may be used regularly as part of each Big Idea cycle. For churches standardizing the curriculum to two Big Ideas a month, you would choose two of the three weeks of materials, except in months with five Sundays, when you would add in the third week from one of the two Big Ideas used.

Large Group-Small Group Session Format
Every session includes both Large Group and Small Group time. The key concepts of each Big Idea within a unit, as well as the story are introduced in Opening Large Group time to all the children. Afterwards, they break up into small groups of preferably no more than 10 children. Small Groups are the centerpiece of The Praise Factory. Each Small Group has a story-related snack, discussion, prayer time and then alternates through a series of up to eight different activities, one per week, depending upon the size and needs of your church. The eight activities are: Drama Group; Scripture Verse, Story Review and Big Idea Games groups; Hymn and Scripture Song groups; VIPP (Very Important Prayer Person); and Big Idea Craft Group. The Praise Factory concludes with Closing Large Group Time, in which each small group makes a presentation to the rest of the group that is related to their activity.

Combined Class Session Format
While Praise Factory’s curriculum is structured for use in this Large Group/Small Group framework, it also can be easily tailored for use in a combined class format by choosing a succession of activities in which everyone participates. Instead of making presentations to other children during a Closing Large Group time, the children may present to their parents when they arrive to pick them up fro class.
Opening Large Group Time

Each circle stands for a small group

1 2 3 4 5 6 7 8

Small Group Activity Time

Each small group participates in 1 activity a week.

- Choose how many activities you want to use & rotate each small group to a new activity each week.
- If using a Combined Class format instead of Small Groups, select a succession of small group activities for all to do during this time.

Closing Large Group Time

Each small group makes their own presentation to the other children (or to parents). As they are dismissed, each child takes a take home sheet for use with their families.

All small groups start together to hear the Big Idea, Scripture Verse and a story from the Old Testament, New Testament or Church History/Missions.

Children break into same-age small groups for a story-related snack, discussion, ACTS prayer and 1 of up to 8 different activities.

- **Drama Group** Discusses the Big Idea story in depth & plans an informal play for Closing Large Group Time.
- **Hymns Group** Listens to & discusses a hymn verse: its meaning, and its connection to the Big Idea & story. Learns sign language to key words & practices to sing and sign their hymn for Closing Large Group Time.
- **Story Review Games Group** Discusses the story, plays a game to reinforce what they learned, & chooses quiz questions to ask the others in Closing Large Group Time.
- **VIPP Group** Learns about a "Very Important Prayer Person"—someone who serves your church, locally or abroad—through games and art activities. Discusses and prays Big Idea applications for the VIPP & decorates Prayer Letters for them. Presents/ prays for the VIPP for Closing Large Group Time.
- **Scripture Song Group** Listens to & discusses the Big Idea Scripture in song: its meaning, and its connection to the Big Idea & story. Learns sign language to key words & practices to sing and sign their song for Closing Large Group Time.
- **Scripture Games Group** Discusses the Scripture verse, plays a game to reinforce what they learned, & chooses quiz questions to ask the others in Closing Large Group Time.
- **Big Idea Craft Group** Discusses Big Idea and makes a craft related to the Big Idea and story. Presents Big Idea Story-Craft Connection in Closing Large Group Time.
- **Big Idea Games Group** Discusses the story, plays a game to reinforce what they learned, & chooses quiz questions to ask the others in Closing Large Group Time.
## Session Schedule

A session includes 65+ minutes of large group and small group activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approximate Time</th>
<th>Time</th>
<th>Activity Details</th>
</tr>
</thead>
</table>
| Opening Large Group Time | 20-25 minutes | | Echo Chamber or Big Idea Folder Hunt  
Introduction of Big Idea & Scripture Verse  
Prayer  
Story |

The children then break up age-based small groups for snack, discussion & prayer

| Small Group Time, Part I | 10 -15 minutes | Story-related snack  
Discussion Time  
ACTS Prayer |

Followed by a weekly rotation of one of the activities

VIPP Group: Introduce VIPP, Fill in VIPP Clue Cards/Play VIPP Game/Make VIPP Prayer Letters, Pray for VIPP  
Games Groups: Big Idea/Story Review/Scripture Games  
Songs Groups: Hymn/Scripture Verse Songs and Sign Language  
Big Idea Craft Group: Craft, Big Idea-Craft Connections |

The session ends with presentations by each small group

| Closing Large Group Time | 10 minutes | Drama Group: Play of Story  
VIPP Group: Present the VIPP and pray  
Games Groups: Big Idea/Story Review/Scripture Verse Quiz Questions  
Songs Groups: Sing Hymn/Scripture Verse Songs with Sign Language  
Big Idea Craft Group: Present Craft & Big Idea-Craft Connection |
SESSION SCHEDULE AND PLANNING SHEET: CHBC

Time               Activity

10:00              Arrive no later than this to prepare for session

10:15              Sign-in person reports downstairs to sign-in desk

11:15              Children dismissed from service, line up and go to Praise Factory room

11:25              Concept Introduction/Review in The Echo Chamber

Activities for Each of the 3 Weeks Spent on a Big Idea Concept

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1 of Big Idea</th>
<th>Week 2 of Big Idea</th>
<th>Week 3 of Big Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>WoGoLOA Rules</td>
<td>GROUP sings the Chant</td>
<td>LEADER says the Rules</td>
<td>LEADER says the Rules</td>
</tr>
<tr>
<td>Unit Big Question</td>
<td>LEADER says Big Question</td>
<td>GROUP sings Big Question</td>
<td>LEADER says Big Question</td>
</tr>
<tr>
<td>Unit Scripture Verse</td>
<td>LEADER says verse</td>
<td>LEADER says verse</td>
<td>GROUP sings verse</td>
</tr>
<tr>
<td>Big Idea Concept</td>
<td>LEADER says concept</td>
<td>LEADER says concept</td>
<td>LEADER says concept</td>
</tr>
<tr>
<td>Big Idea Scripture Verse</td>
<td>LEADER says concept</td>
<td>LEADER says concept</td>
<td>LEADER says concept</td>
</tr>
</tbody>
</table>

How to do the singing portion:
• Sing/listen to the song through once without actions.
• Choose a movement (from the Movement Grab Bag, if using one) for the class to do while singing the song through once/twice more. Make this an aerobic activity to help get the wiggles out!
• Music for the WoGoLOA Chant is always the first song on each CD of the Praise Factory Hymns & Scripture Songs CDs. The music for the Big Question and Unit Scripture Verse songs are always the first two songs of the music for each unit, also found on the Praise Factory Hymns & Scripture Songs CDs.

11:35              Introduce teachers & dismiss children by groups to the Story-telling area

11:40              Story time
Drama Group teacher tells story in a dramatic fashion, having decorated area with lots of props to be able to point to as they tell it. Use outline as a guide, adding in interested details from the text. Practice story. Do not let it run more than 15 minutes.
11:55 Dismiss by group to Small Group Activities

Snack and Discussion Time
- Pray, thanking God for the time together. Ask God to help your group to learn more about Him during your small group time.
- Choose 6 questions that you want the children to think about, using the story and your discussion sheets as your guides. The first question is always: “What does the snack have to do with the story?” If doing the Scripture Verse, Big Idea or Hymn activity, you will want to read the Scripture Verse, Big Idea or Hymn before leading the children in a discussion about it. The Drama group will fill in the Speaker Sheets as their discussion questions.

1. What does the snack have to do with the story?

2.______________________________________________________________________

3.______________________________________________________________________

4.______________________________________________________________________

5.______________________________________________________________________

6.______________________________________________________________________

12:05 Activity Time
Lead the children in the particular small group activity your group is doing. See the lesson plan for each activity for detailed instructions. Review tips for how to lead your activity, if necessary (found in introduction and appendices of the Teacher Binder). Always feel free to adapt or change an activity to fit the needs of your children. What about this activity might need to change to fit their attention span, reading ability or other particular needs? Note the changes here:

________________________________________________________________________

12:15 ACTS Prayer Time (Exception: Drama group leader will incorporate a brief ACTS prayer into their opening prayer, instead)
Lead the children in an ACTS prayer incorporating an ACTS related to the Big Idea, Scripture verse or story, (see lesson plan and discussion sheets for ideas) AS WELL AS any personal prayers. Ask for volunteers to pray the prayer, but never force a child to pray. Note: Drama Group will probably want to do this before Activity time, instead of after Activity Time, as this schedule suggests)

12:25 Small Group Presentations in Closing Large Group Time
Have small groups present in the following order: Drama, Song/s Groups, Craft Group, then Games Groups.
Make sure the Big Idea Games and Scripture Verse Games groups READ the Big Idea/Scripture Verse BEFORE asking their questions. If extra time remains, play the Clean Up Game. (Children will be gradually dismissed as parents arrive and children give their presentations.)
### Session Schedule and Planning Sheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>Arrive no later than this to prepare for session</td>
</tr>
<tr>
<td>_____</td>
<td>My preparations:</td>
</tr>
<tr>
<td>______</td>
<td>Children arrive</td>
</tr>
<tr>
<td>______</td>
<td>Concept Introduction/Review (The Echo Chamber or Folder Hunt)</td>
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</table>

**Suggested Activities for Each of the 3 Weeks Spent on a Big Idea Concept**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week 1 of Big Idea</th>
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<td>LEADER says Big Question</td>
<td>GROUP sings Big Question</td>
<td>LEADER says Big Question</td>
</tr>
<tr>
<td>Unit Scripture Verse</td>
<td>LEADER says verse</td>
<td>LEADER says verse</td>
<td>GROUP sings verse</td>
</tr>
<tr>
<td>Big Idea Concept</td>
<td>LEADER says concept</td>
<td>LEADER says concept</td>
<td>LEADER says concept</td>
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<tr>
<td>Big Idea Scripture Verse</td>
<td>LEADER says concept</td>
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**How to do the singing portion:**
- Sing/listen to the song through once without actions.
- Choose a movement (from the Movement Grab Bag, if using one) for the class to do while singing the song through once/twice more. Make this an aerobic activity to help get the wiggles out!
- Music for the WoGoLOA Chant is always the first song on each CD of the Praise Factory Hymns & Scripture Songs CDs. The music for the Big Question and Unit Scripture Verse songs are always the first two songs of the music for each unit, also found on the Praise Factory Hymns & Scripture Songs CDs.

**Story time**
Drama Group (or other designated) teacher tells story in a dramatic fashion, having decorated area with lots of props to be able to point to as they tell it. Use outline as a guide, adding in interested details from the text. Practice story. Do not just read it! Do not let it run more than 15 minutes.
Sessi0n Sch0dule And Plann1ng Sh3et

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<td>____</td>
<td>Dismiss by group to Small Group Activities</td>
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Snack and Discussion Time

- Pray, thanking God for the time together. Ask God to help your group to learn more about Him during your small group time.
- Choose 6 questions that you want the children to think about, using the story and your discussion sheets as your guides. The first question is always: “What does the snack have to do with the story?” If doing the Scripture Verse, Big Idea or Hymn activity, you will want to read the Scripture Verse, Big Idea or Hymn before leading the children in a discussion about it. The Drama group will fill in the Speaker Sheets as their discussion questions.

1. What does the snack have to do with the story?

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________

6. ____________________________________________________________________________

Activity Time

Lead the children in the particular small group activity your group is doing. See the lesson plan for each activity for detailed instructions. Review tips for how to lead your activity, if necessary (found in introduction and appendices of the Teacher Binder). Always feel free to adapt or change an activity to fit the needs of your children. What about this activity might need to change to fit their attention span, reading ability or other particular needs? Note the changes here:

__________________________________________________________

ACTS Prayer Time  (Exception: Drama group leader will incorporate a brief ACTS prayer into their opening prayer, instead)

Lead the children in an ACTS prayer incorporating an ACTS related to the Big Idea, Scripture verse or story, (see lesson plan and discussion sheets for ideas) AS WELL AS any personal prayers. Ask for volunteers to pray the prayer, but never force a child to pray.

Note: Drama Group will probably want to do this before Activity time, instead of after Activity Time, as this schedule suggests)

Small Group Presentations in Closing Large Group Time

Have small groups present in the following order:
Drama, Song/s Groups, Craft Group, then Games Groups.
Make sure the Big Idea Games and Scripture Verse Games groups READ the Big Idea/Scripture Verse BEFORE asking their questions. If extra time remains, play the Clean Up Game.
Tab 3 Resources
PREPARATIONS

1. Led by drama small group leader
2. Pray! Pray! Pray! For the Holy Spirit to work in your heart and in the children’s hearts.
3. Review the Introduction and materials in this appendix on how to lead Opening Large Group Time, if necessary.

**Big Idea Folder Hunt:**
1. Prepare and Hide Big Idea Folders for each group in places visible (even if just barely) by the eye.

**Echo Chamber:**
1. Listen to WoGoLOA Chant, the Big Question Unit Song and the Unit Scripture Verse Song on the Praise Factory Hymns and Scripture Songs CDs.
2. Decide what movements you want to use with the children.
3. Have on hand a copy of the session’s Big Idea concept and Scripture Verse.
4. Refer to the Echo Chamber Schedule to decide which concepts you will say and which you will sing.

**Story:**
1. Read through story and story-telling resources, Bible passages.
2. Shape story to fit your children. The Big Idea Story Cheat Sheet (also in this appendix) offers lots of suggestions.
3. Practice the story until you know it well.

RESOURCES

Included in the curriculum for each Big Idea:
- WoGoLOA Rules
- WoGoLOA Rules Chant
- Unit Big Question Song
- Unit Scripture Verse Song
- Big Idea Concept Sign
- Big Idea Scripture Verse Sign
- Big Idea Story

Other Resources:
- Praise Factory Hymns and Scripture Songs CDs
- Grab Bag (high energy movement activities for Echo Chamber)
- Folders for Folder Hunt (if using)
- Props, Scenery, Costumes

ACTIVITIES

**BEGIN WITH ECHO CHAMBER or THE BIG IDEA FOLDER HUNT:**

**ECHO CHAMBER**
1. Sing/say the WoGoLOA Rules.
2. Sing/say the Big Question with actions as chosen. (Grab Bag)
3. Sing/say Unit Scripture Verse Song. With actions as chosen (Grab Bag).
4. Introduce the Big Idea Concept and the Big Idea Scripture Verse.
5. Pray for the session.
BIG IDEA FOLDER HUNT

1. Each small group looks for its folder, reminding them to look only with their eyes.
2. Use hot and cold directions, if can’t find their folder.
3. Children who find folders stand with drama teacher in front of other children.
5. Welcome them to Praise Factory.
6. Open with a brief prayer thanking God for the children and asking Him to fill them with the Holy Spirit that they might understand, remember, and live out the things they hear today.
7. Have the children who found the Big Idea Folders help with review.
8. Make sure you read the Big Idea and Scripture Verse so all can hear.
9. Repeat any answers the children give, if too quiet for all to hear.

TELL THE STORY

1. Tell the story, using index cards as cues, etc.
2. Use a world map to show them where it takes place.
3. End with a brief prayer.

DISMISS TO SMALL GROUP TIME

1. Introduce the small group leaders
2. Dismiss children by small group.
1. If you are leading Echo Chamber, review the Echo Chamber schedule and materials found in this section. This will help you know how best to lead the group. If you want even more of a script, look in Echo Chamber resources in the back of this binder. Try to learn the order well enough that you are not glued to the script.

2. Music CDs and Posters with words to the WoGoLOA Chant and the songs used in Echo Chamber are located in the Praise Factory room.

3. If you are NOT leading Echo Chamber, participate with the children. It is especially helpful to sit next to children who are new (and perhaps a little scared) or who are having trouble behaving.
Welcome and Transition into Echo Chamber  “Welcome to Praise Factory! Good morning, children! I’d like all the boys to sit down on the rug over here on my left; and all the girls to sit down on the rug over here on my right (or whatever groupings you choose.)”

Introduce the Echo Chamber  “We’re starting out in our Echo Chamber…a place where important things are said and repeated, sometimes in some very unusual ways! ”

Review the Key Concepts  “Let review the key concepts we are learning in Praise Factory and get some wiggles out at the same time.” (Follow the schedule of activities listed below. For more interaction, choose a movement/sound for the children to make as they sing the song. See suggestions listed below and on the Big Question Song and Scripture Song sheets in your curriculum.)

How to do the singing portion:
• Sing/listen to the song through once without actions.
• Choose a movement (from the Movement Grab Bag, if using one) for the class to do while singing the song through once/twice more. Make this an aerobic activity to help get the wiggles out!
• Music for the WoGoLOA Chant is always the first song on each CD of the Praise Factory Hymns & Scripture Songs CDs. The music for the Big Question and Unit Scripture Verse songs are always the first two songs of the music for each unit, also found on the Praise Factory Hymns & Scripture Songs CDs.

Prayer  “Let’s pray.” (Lead brief prayer of praise and ask for the Spirit’s work in hearts and minds.)

Transition to Story Time  “Ok, now, it’s to be dismissed for today’s Big Idea story. I have something I want you to do. When I say the word ‘---’ (choose a word, preferably a little bit random or silly), I want everyone who is…. (choose a subset of the group, such as everyone who is six or who has pink on, etc.) to stand up and (choose an action) as you walk SLOWLY to the other room, chairs, etc for story time.”

Say your cue word and dismiss them by subset until all have been dismissed.

Resources Needed:  Poster boards of Unit and Big Idea Concepts and WoGoLOA Rules & Chant Praise Factory Hymns and Scripture Songs CDs CD player

Prep Needed:  Review Concepts; Find Correct CD Track for song; Choose actions to use for song and transition to story time
Good morning, children! I’d like all the boys to sit down on the rug over here on my left; and all the girls to sit down on the rug over here on my right (or whatever groupings you choose).”

Welcome to the Praise Factory where we have gathered to worship God and to love one another.

We’re starting out in our Echo Chamber…a place where important things are said and repeated…sometimes in some very unusual ways!

Let’s start out with our WoGoLOA Chant that tells us how we can help each other do these two things: Worship God and Love One another, that is!“

Mr. So-and-So here is going to lead the boys in their part and Mrs. So-and-So here is going to lead the girls in their part. Today the boys will lead in the chant.”

(Do the Chant, holding up signs with the words on them, if desired, to cue the children.)

Right now we’re in a unit that answers the Big Question: (say the Big Question, such as “How Can I Know What God Is Like?” for Unit 1)

The Big Answer to this Question is: He Shows Me What He’s Like!” (as the unit proceeds, the children will know the answer and you may want to have them say it.)

To help you remember this Big Question and Answer, we have a little nursery rhyme to teach you. Here’s how it goes: (sing or play the song from the CD)

Now it’s your turn. Let’s sing it together. (Sing the song again).

Let’s have some fun while we sing this song let’s…. (introduce the movement idea you want to use, such as Tubas and Drums, etc.)

Now let’s sing our song again. (Sing song with chosen movement activity).
Introducing
The Big Idea

Re-state Big Question and Answer. (Such as How Do I Know What God is Like? He Shows Me What He’s Like!)

Is this just my own idea? No, it is not! It comes from the Bible!

Read Bible verse, saying something like: “Amos 3:18 tells us: “The LORD reveals His thoughts to man.” It tells us that the LORD shows us what He’s like.

We have a little song to help us remember this verse. It goes like this: ....

(Sing song. Add actions such as clapping, stomping, etc as they learn it.)

Right now we are hearing stories that help us think about one particular way that ...(Re-state the Big Answer, such as, “He Shows Me What He’s Like.)

Can anyone remember the Big Idea we are learning? (Or, if introducing a new Big Idea, simply tell them what it is.)

(Read Big Idea and Big Idea meaning.)

“Let’s pray.” (Lead brief prayer of praise and ask for the Spirit’s work in hearts and minds.)

Ok, now, I have something I want you to do. When I say the word. ‘--’ (choose a word, preferably a little bit random or silly), I want everyone who is....(choose a subset of the group, such as everyone who is six or who has pink on, etc.) to stand up and (choose an action) as you walk SLQWLY to the other room, chairs, etc for story time. (Say your word and dismiss them. Say your word and continue to dismiss subsets of the group until they have all been dismissed.)
1. If you are leading the Drama Group, then you are the storyteller, too.

2. Prepare for this group AHEAD OF TIME! Do not wait until Sunday morning! This story telling is the key, foundational element of Praise Factory. Use the story outline that follows the story to get a feel for the basic elements of the story. Use index cards to write down key story points that can guide you as you tell the story.

3. Read the “Telling the Big Idea Story” Cheat Sheet, which immediately follows this page. More tips can be found in the Echo Chamber/Story-telling Appendix at the back of this binder.

4. Use lots of props, costumes and scenery! We have a whole Resource Room full of great stuff! Decorate the story-telling area with at least some of these to enliven the children’s imagination as you tell the story.

5. Watch the “fidget-level” of the children. If a story is getting too long for the children, you may want to shorten what you intended to say.

6. If you are not leading the Drama Group, you can be a huge help by keeping an eye out for children who are misbehaving. Often it helps if you sit next to children having difficulties. It also leaves you in an easy position to speak or to remove the child, if necessary.

7. When dismissing from Story Time, remember to tell the children how you want them to go to their small group (quietly walking, etc) and what you want them to do or not do when they reach their small group area (don’t touch the snack, sit in a chair, etc.)
THE BIG IDEA STORY

The Big Idea Story is one of the most important building blocks in a Praise Factory session. It is the main teaching time and the foundation on which the small group activities are built upon. The effort you put into making the story understandable and memorable is worth everything you can give it. Here’s how to make your story the best it can be.

WHY THE STORIES SHOULD NOT JUST BE READ, AS IS

The text of the story is but a starting place for how you will actually tell the story in Opening Large Group time. Each Big Idea story has been carefully written to include information about the time period, geography, climate, and culture to bring a clearer and deeper understanding to the story.

Some of the story texts are quite long. They may be too long to use as written, especially if the majority of your children are kindergartners or first graders. Yet, we have deliberately chosen to keep the added details, even when making for a long story, feeling that the information you get form them is more valuable than shortened version. Sometimes details you leave out of your actual large group presentation wind up being helpful during discussion time. Often your richer understanding of the details help you even in presenting a shortened version of the story.

PREPARING THE STORY FOR YOUR CHILDREN

1. Read through it and of course the actual Bible passages used in developing it.

2. Pray for God to help you understand the story, how it fits in with the Big Idea, and how to best tell it to your particular children.

3. After reading the story and the Bible texts, look at the “Story Outline” (located immediately after the story in each week’s resources), which is an outline of the main points of the story. Re-read the story again, this time highlighting parts of it you want to make sure to include, given what your children are like (churched/unchurched, older/younger, wiggly/longer attention span, etc)--everything from basic story text to details that would be particularly good to include for your children. Remember: the point is make a good connection between the children and the story, not to say every written word!

4. Notice how the story reflects the Big Idea and how you can convey that to the children. Notice where the gospel message has been included. Make sure to include the gospel in every message, either as suggested or another way. We want the children to hear this most important of news every session. No story is complete without it!

5. Now you are ready to learn your story. You may just want to practice reading then saying the parts of the story text you have chose until you know it well. Many people are helped by writing notes on index cards and using them as prompts as you practice and as you tell it to the children. This way, you can keep lots of eye contact with the children, yet still feel like you have a “map” to keep you on track.

6. Practice the story a number of times until you feel you know it well and can tell it with expression. Let the truth of our great God penetrate your own heart. This not only is a good meditation for your soul, but it will help you to present it with proper reverence.
PREPARING THE STORY FOR YOUR CHILDREN, continued

7. Set the Stage. A dramatic, expressive voice can do lots toward painting the picture of your story. In addition, outline some of the scenery or props you will use with the children during their dramatic presentation at the end to give extra eye appeal during your story-telling time.

8. Pray! Pray! Pray! Pray for yourself, the other teachers, the children and the parents as you prepare during the week. This is no fairy tale you are telling! This is a story of our wonderful God and His workings in this world! Oh, how we want all involved to leave with more than a new set of facts! We want their hearts to be expanded with a deeper knowledge and love of Him. This is a work of the Spirit!

WHAT EVERY GOOD STORY-TELLER KNOWS: WATCH YOUR AUDIENCE

One very important reason for knowing your story well rather than reading it, is to allow you to observe the children as you tell the story. Are they particularly affected by one section of your story—you may want to draw this part out more. Are they squirming and you are only two-thirds through your story—you may want to abbreviate the last third. Story-telling is a dynamic relationship between you and the children. Everything from the Holy Spirit stirring their hearts, to who is sitting next to whom, to whether it is snowing outside, affects the children as they listen. By observing your children's movements and reactions as you tell the story, you can make subtle changes to it as you go that will hopefully help you make the best connection with the children possible.

FEEDBACK

If possible, encourage honest feedback from the other teachers after the session. This is one of the best ways to improve in story-telling.
The Gospel: Fuller Version

God is the perfectly good and holy Creator-King of everything. He made us to know Him, love Him and obey Him.

But even though we should all love God and obey Him, we have all rebelled against Him. We have all chosen to live life our own way rather than His good and perfect way. This is what the Bible calls sin.

God hates sin. Sin ruins the world. It breaks our friendship, our fellowship, with God. Sin is terrible and it must be punished by our holy Creator-King. The punishment for sin is death: separation from God and everything good. How great is the punishment for sin? It is so great that we can never earn God's forgiveness by what we do! It is so great that it goes on forever!

God would be perfectly right and just to let all people receive this forever punishment for sin. Yet in His great love and mercy, God chose to send His Son Jesus to take the punishment for sin. Jesus came to earth--the Son of God became a man! He lived a perfect life--without any sin--and offered it up as He suffered and died on the cross, as the perfect sacrifice for the sins of all who would ever turn from their sins and trust in Him as their own Savior. Then on the third day, God raised Jesus from the dead, in victory over sin and death. God's people were saved once and for all time!

Now all who turn away from their sins and trust in Jesus as their Savior are forgiven their sins. God adopts them as His very own people, filling them with His Holy Spirit and giving them the delight of knowing Him as their Heavenly Father, Savior and King. He works in their hearts and prepares them for the delight of living with Him forever in heaven.

The Gospel: Shorter Version

God is the perfectly good and holy Creator-King of everything. He made us to know Him, love Him and obey Him. We are all sinners, who have rebelled against Him. We deserve His forever punishment for our sins.

God would be just and right to punish all people for their sins. Yet in His great mercy and love, God sent His Son Jesus to become a man. Jesus lived a perfect life and offered it up on the cross as the perfect sacrifice for the sins of all who would ever turn and trust in Him as their Savior.

Then on the third day, God raised Jesus from the dead, in victory over sin and death. God's people were saved, once and for all time!

God calls us now to turn from our sins and trust in Jesus as our own Savior, that we might be forgiven our sins and have the delight of knowing Him as our Heavenly Father, Savior and King, both now and forevermore.
Small Group and Closing Large Group Tips

Small Group Time

1. Prepare for your activity by reading the materials ahead of time.

2. Feel free to modify the order or the activity according to your children.

3. There is a wealth of tips for each small group activity in the Teacher’s Binder Appendices. This is also where the games and other extra materials you need for your group can be found. Just look under the tab with the name of your activity.

4. Contact Jennilee Miller, Connie Dever or the Praise Factory Coordinator for your month with questions.

Closing Large Group Time

1. Drama group presents first, followed by the Songs group.

2. Drama group teacher is “Master of Ceremonies” for the presentations.

3. Other teachers should sit among the children, helping them to behave

4. As parents arrive, one or two teachers should help with sign out of children.

5. All teachers are needed to help with sign out or with the children until the children are dismissed. Save clean up for after children are all dismissed.

6. Parents need our feedback on their child’s good behavior and misbehavior. We are partnering with them in raising their children. They often have helpful suggestions in dealing with particular issues with their children. Another teacher or Jennilee Miller can help you give feedback on difficult issues, if you need support. Please share with your coordinator and/or with Jennilee Miller any concerns or problems you feel are not turning around. They are here to help. On more sensitive issues, you may want to consult with Deepak Reju.

Post-session

1. Teachers briefly share how the session went and prays for the children/families/teachers.

2. Return supplies and music CDs to their locations.

3. Clean up your area and help others clean up theirs.

4. Make sure to share any major concerns with the Coordinator that may need addressing further.

5. After your final week, put your binder downstairs in the Children’s Administrator’s office/cubby hole.
PREPARATION

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as the children’s. Read session materials.

2. Review the overview materials in the introduction and in this appendix to re-familiarize yourself with leading Opening Large Group Story Time and this small group, if necessary.

3. Prepare story for Opening Large Group Time, writing down key points on index cards. Try not to read from the text. Shorten story as needed for your children.

4. Prepare Speaker Sheets, writing in suggested answers ahead of time. You can supplement these with the children’s ideas during discussion time.

5. Plan what story elements you will have in your play, referring to the Beginning, Middle, End section of the Plan-a-Play Guide for ideas—simple or elaborate, as is appropriate for your age group.

6. Choose costumes and scenery. Don’t forget to use the PVC Cube and the large, framed backgrounds.

7. Set up the scenery and set out some of the props, costumes, etc for children to look at as you tell the story in Opening Large Group Time.

8. Write up ACTS ahead of time.

9. Pray again for the Holy Spirit to help you as you teach, to give the children focus and to be at work in the hearts of all.

Resources:
Story, Story Outline, Plan-a-Play Story Guide, Review Materials (in each week’s curriculum)
Speaker Sheets (in this appendix)
Clipboards for Speaker Sheets
Props, Costumes Scenery

DRAMA GROUP ACTIVITIES

Snack and ACTS Prayer Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts & minds of all.

2. Ask what the snack has to do with the story.

3. Take general insights and questions from the day’s Big Idea, Scripture Verse & Story. Re-read the Big Idea & Scripture Verse to remind the children of them.

4. Help the children think of Big Idea A,C,T,S prayer requests as well as their personal prayer requests.

5. Pray the ACTS prayer or have children volunteer to pray. Never force a child to pray!

6. Keep this discussion time brief so there will be more time to prepare for the play.
DRAMA GROUP CHEAT SHEET

Preparations, Resources, Activities and Tips

DRAMA GROUP ACTIVITIES, continued

Activity Time

1. Discuss story, filling in Speaker Sheets. Assign Speaker Sheets to children.
2. Line up chairs, putting Speaker Sheet clipboards under chairs (out of reach).
3. Use Beginning, Middle, End as three scenes.
4. Walk out the scene for the children as you discuss what should take place in the scene.
5. Assign parts and have children walk out a scene, with your narration.
6. Walk out the other scenes in the same way.
7. Give out costumes AFTER practicing.
8. Remember that the point of this group is to reinforce the story and make deeper connections with the Big Idea, not a perfect performance.
9. Use squabbles over parts as a chance to teach them about pleasing God by serving others. Praise children who do this in front of their parents when they come to pick them up.
10. Work against using the drama as a chance for silliness by reminding the children that God may use them to work in the hearts of the other children when they do their best.
11. Pray with your children for God to use their play.

CLOSING LARGE GROUP PRESENTATION

1. Drama group goes first.
2. Speakers 1-5 introduce the play.
3. Help Speakers who are pre-or early readers by whispering their part in their ear, then letting them say it aloud.
4. Narrate the play in three scenes (using the Plan-a-play Sheet Beginning, Middle, End as a guide) as the children act it out.
6. Lead all the children in the “Clean Up Game,” if you have extra time after all the other groups have presented.

THE CLEAN UP GAME

Materials: Any props or costumes used in the Drama group play.
Preparing the Game: None.
Playing the Game: Choose a prop or costume item and ask the children what it had to do with the story. Call on a child to give their answer. If not correct, choose take another child’s answer until you get the right answer. When a child gives the right answer, ask the child to come down and pick out another item. Game continues as long as needed or until all items are picked up.
PREPARATION

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as the children’s.
2. Read the Big Idea, Scripture Verse, Story & related Bible passages, game and related discussion question sheet.
3. Review the overview materials in the introduction and in this appendix on how to lead this group, if necessary.
4. Choose discussion questions, keeping in mind which ones might engage and challenge your age small group.
5. Prepare game, making any adjustments needed for pre/early readers. Prepare an extra game, just in case you need it.
6. Pray again, for the Holy Spirit to help you as you teach, to give the children focus, and to be at work in the hearts of all.

Resources:
- Story, Story Review Discussion Questions (in each week’s curriculum)
- Instructions for Story Review Games (found in this appendix)
- Games Supplies

GAMES GROUP ACTIVITIES

Snack Discussion Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.
2. Ask what the snack has to do with the story.
3. Take general insights and questions from the day’s Big Idea, Scripture Verse & Story. Read the Big Idea and Scripture Verse to remind the children of them.
4. Discuss questions from the Story Review discussion sheet.
5. Remember that the point is not to get through all the questions, but to have a fruitful discussion.
6. Choose quiz Questions from the discussion sheet the questions your group will ask the other children as their Closing Large Group Time presentation.

Activity Time

1. Play the game, as described in the directions found in this appendix. Feel free to modify game, if desired, or to choose another game.
2. Use squabbles or over-competitiveness as teachable moments in heart issues, tying them back into the Big Idea, Scripture Verse or story, if possible. Praise children who turn from bad behavior in front of their parents at pick up time.
3. Remember that the questions, answers and discussion are the point, not the game.
GAMES GROUP ACTIVITIES, continued

ACTS Prayer Time

1. Use the ACTS Prayer Time as a breather after playing the game awhile.
2. Remind the children of the Big Idea and re-read the Big Idea & Scripture Verse, if desired.
3. Help the children think of Big Idea A, C, T, S prayer requests, using the suggestions from the ACTS on the lesson plan, writing them down.
5. Ask the children to volunteer to pray A, C, T, or S; or pray them, yourself. Never force a child to pray!
6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down so they can then pray aloud for the group.

EXTRA TIME?

1. Play the game more.
2. Use the time for the children to make up their own quiz questions for Closing Large Group Time.

CLOSING LARGE GROUP PRESENTATION

1. Have the children take turns asking quiz questions to the other children and picking children to answer them.
2. Whisper a pre- or early reader’s question in their ear so that they can then ask the question to the group, aloud.
PREPARATION

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as the children’s.

2. Read the Big Idea, Scripture Verse, story & related Bible passages, game and related discussion question sheet.

3. Review the overview materials in the introduction and in this appendix on how to lead this group, if necessary.

4. Choose discussion questions, keeping in mind which ones might engage and challenge your age small group.

5. Prepare game, making any adjustments needed for pre/early readers. Prepare an extra game, just in case you need it.

6. Pray again, for the Holy Spirit to help you as you teach, to give the children focus, and to be at work in the hearts of all.

Resources: Story, Scripture Verse Sign; Scripture Verse Discussion Questions (in curriculum binder) Instructions for Scripture Verse Games (found in this appendix) Games Supplies

GAMES GROUP ACTIVITIES

Snack Discussion Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.

2. Ask what the snack has to do with the story.

3. Take general insights and questions from the day’s Big Idea, Scripture Verse & story. Read the Big Idea and Scripture Verse to remind the children of them.

4. Discuss questions from the Scripture Verse discussion sheet.

5. Remember that the point is not to get through all the questions, but to have a fruitful discussion.

6. Choose quiz Questions from the discussion sheet the questions your group will ask the other children as their Closing Large Group Time presentation.

Activity Time

1. Play the game, as described in the directions found in this appendix. Feel free to modify game, if desired, or to choose another game.

2. Use squabbles or over-competitiveness as teachable moments in heart issues, tying them back into the Big Idea, Scripture Verse or story, if possible. Praise children who turn from bad behavior in front of their parents at pick up time.

3. Remember that the questions, answers and discussion are the point, not the game.
GAMES GROUP ACTIVITIES, continued

ACTS Prayer Time

1. Use the ACTS Prayer Time as a breather after playing the game awhile.

2. Remind the children of the Big Idea and re-read the Big Idea & Scripture Verse, if desired.

3. Help the children think of Big Idea A, C, T, S prayer requests, using the suggestions from the ACTS on the lesson plan, writing them down.


5. Ask the children to volunteer to pray A, C, T, or S; or pray them, yourself. Never force a child to pray!

6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down so they can then pray aloud for the group.

EXTRA TIME?

1. Play the game more.

2. Use the time for the children to make up their own quiz questions for Closing Large Group Time.

CLOSING LARGE GROUP PRESENTATION

1. Read the Scripture Verse before asking Scripture Verse quiz questions.

2. Have the children take turns asking quiz questions to the other children and picking children to answer them.

3. Whisper a pre- or early reader’s question in their ear so that they can then ask the question to the group, aloud.
PREPARATION

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as the children’s.

2. Read the Big Idea, Scripture Verse, story & related Bible passages, game and related discussion question sheet.

3. Review the overview materials in the introduction and in this appendix on how to lead this group, if necessary.

4. Choose discussion questions, keeping in mind which ones might engage and challenge your age small group.

5. Prepare game, making any adjustments needed for pre/early readers. Prepare an extra game, just in case you need it.

6. Pray again, for the Holy Spirit to help you as you teach, to give the children focus, and to be at work in the hearts of all.

Resources:
- Story, Big Idea Sign; Big Idea Discussion Questions (in curriculum binder with each lesson)
- Instructions for Big Idea Games (found in this appendix)
- Games Supplies

GAMES GROUP ACTIVITIES

Snack Discussion Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.

2. Ask what the snack has to do with the story.

3. Take general insights and questions from the day’s Big Idea, Scripture Verse & Story. Read the Big Idea and Scripture Verse to remind the children of them.

4. Discuss questions from the Big Idea discussion sheet.

5. Remember that the point is not to get through all the questions, but to have a fruitful discussion.

6. Choose quiz Questions from the discussion sheet the questions your group will ask the other children as their Closing Large Group Time presentation.

Activity Time

1. Play the game, as described in the directions found in this appendix. Feel free to modify game, if desired, or to choose another game.

2. Use squabbles or over-competitiveness as teachable moments in heart issues, tying them back into the Big Idea, Scripture Verse or story, if possible. Praise children who turn from bad behavior in front of their parents at pick up time.

3. Remember that the questions, answers and discussion are the point, not the game.
GAMES GROUP ACTIVITIES, continued

ACTS Prayer Time
1. Use the ACTS Prayer Time as a breather after playing the game awhile.
2. Remind the children of the Big Idea and re-read the Big Idea & Scripture Verse, if desired.
3. Help the children think of Big Idea A, C, T, S prayer requests, using the suggestions from the ACTS on the lesson plan, writing them down.
4. Take the children’s own personal A, C, T, S prayer requests and write them down.
5. Ask the children to volunteer to pray A, C, T, or S; or pray them, yourself. Never force a child to pray!
6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down so they can then pray aloud for the group.

EXTRA TIME?
1. Play the game more.
2. Use the time for the children to make up their own quiz questions for Closing Large Group Time.

CLOSING LARGE GROUP PRESENTATION
1. Read the Big Idea before asking Big Idea quiz questions.
2. Have the children take turns asking quiz questions to the other children and picking children to answer them.
3. Whisper a pre- or early reader’s question in their ear so that they can then ask the question to the group, aloud.
PREPARATION

1. Pray for God's wisdom as you prepare and for Him to use these truths in your heart as well as the children's.
3. Review the Big Idea Craft Group information in the Introduction & this appendix to re-familiarize yourself with leading this group.
4. Gather the supplies needed for this craft.
5. Prepare supplies for each child.
6. Copy the Presenter Sheets (found in this appendix) & place on clipboards (if desired).
7. Think about or write down answers to Presenter Sheets.
8. Pray again for the Holy Spirit to help you as you teach, to give the children focus, & to be at work in the hearts of all.

Resources: Story, Big Idea-Craft Connection Guide, Craft Sheet (with the curriculum for each Big Idea)
Craft Supplies

CRAFT GROUP ACTIVITIES

Snack Discussion Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.
2. Ask what the snack has to do with the story.
3. Take general insights and questions from the day's Big Idea, Scripture Verse & story. Tell the children the Big Idea title again. Read the Big Idea and Scripture Verse to remind the children of them, if desired.

Activity Time

1. Show the children the sample you made and ask them what it is.
2. Use the Big Idea-Craft Connection Guide to lead your discussion about the craft, following the Guide sequence.
3. Guide the children's answers, helping them to make deeper insights into the meaning of the Big Idea or important elements of the story & its application for their lives.
4. Fill-in the Presenter Sheets with the children's answers with NEAT, PRINTED letters.
5. Choose four Presenters.
6. Make the Craft.
CRAFTS GROUP ACTIVITIES, continued

Activity Time, continued

7. Use craft-making time to continue discussion about the Big Idea and the story; or, begin ACTS prayer discussion while still working on the craft.

8. Remember that the point of this group is to reinforce the story & make Big Idea connections, not the most beautiful craft.

9. Ask for volunteers to display their craft to the group.

10. Display your sample of the craft if none of the children want to display theirs.

11. Never force children to show their craftwork. You can always show the example you made.

ACTS Prayer Time

1. Start ACTS Prayer Time while children are still working on their craft, if you want.

2. Review the Big Idea A, C, T, S prayer request written on the board.

3. Take the children’s own personal A, C, T, S prayer requests and write them down.

4. Ask the children to volunteer to pray A, C, T, or S. Never force a child to pray.

5. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down.

CLOSING LARGE GROUP PRESENTATION

1. Present the craft to the Large Group

2. Have the Presenters read/say their sheets.

3. Whisper the words on the Presenter Sheets in the ear of an early or pre-reader and let them speak them aloud to the group.
**PREPARATION**

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as in the children’s.
2. Read the Big Idea, Scripture Verse, story & related Bible passages, & other VIPP resources for session.
3. Review overview materials in the introduction and in this appendix on how to lead this group, if necessary.
4. Choose general discussion questions, keeping in mind which ones might engage & challenge your age small group. Refer to the Big Idea, Story Review and Scripture Discussion Sheets for ideas.
5. Pick a VIPP. Contact them for the answers to the ten basic questions.

*If Using the VIPP Clue Cards:*
1. Make copies of the Clue Cards for each child (found in this appendix).
2. Set out pencils, pens, crayons, markers, and/or colored pencils.

*If Using The VIPP Games:*
1. Fill in a copy of the Clue Cards (this appendix) for use in the game.
2. Read the game direction and make any modifications to fit your children. Prepare the game. Game instructions are found in this appendix.

*If Using the VIPP Prayer Letter:*
1. Make copies of the VIPP Prayer Letter (in each week’s curriculum).
2. Set out pencils, pens, crayons, markers, and/or colored pencils.

**Resources:**  Story, Big Idea Sign, Big Idea and Story Review Discussion Questions, VIPP Prayer Card (in Big Idea resources in curriculum binder)
VIPP Clue Cards (found in this appendix)
VIPP Games (found in this appendix)
Games Supplies

**VIPP GROUP ACTIVITIES**

**Snack Discussion Time**
1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.
2. Ask what the snack has to do with the story.
3. Take general insights and questions from the day’s Big Idea, Scripture Verse & story. Tell the children the Big Idea title again. Read the Big Idea and Scripture Verse to remind the children of them, if desired.
VIPP GROUP ACTIVITIES, continued

Activity Time

If Using the VIPP Clue Card Sheets:
1. Have the children fill-in/decorate the cards as you give them the information about the VIPP.
2. Stop after Clue Card #7, review and give them a chance to guess the VIPP.
3. Finish up with revealing the VIPP and filling the prayer requests. (Cards 8 & 9)
4. Give out a picture to use on optional Card #10 and the cover. Staple the Clues together as a booklet.
5. Add the VIPP’s three prayer requests to your ACTS time.

If Using a VIPP Game:
Play the game, as instructed. Game directions found in this appendix or in Best Kindergarten Games, if playing with kindergarteners (Appendix G).

All Groups May Choose to End with the VIPP Prayer Letters:
1. Write the VIPP’s name, job, and prayer requests on board.
2. Decorate the letters for the VIPP, having older children write at least one sentence to the VIPP before decorating the letters.
3. Vary the materials you use for decorating the letters: stickers, markers, stamps, etc.

ACTS Prayer Time
1. Start ACTS Prayer Time while children are decorating their letters, if you want.
2. Review the Big Idea A,C,T,S prayer request written on the board.
3. Make sure to add the VIPP’s prayer requests.
4. Take the children’s own personal A,C,T,S prayer requests and write them down.
5. Ask the children to volunteer to pray A,C,T, or S; or simply pray it yourself. Never force a child to pray!
6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down.

CLOSING LARGE GROUP PRESENTATION
Have children present VIPP Clues to Large Group. Allow them to guess who VIPP is. Pray for him/her.

Don’t Forget:
To send the VIPP his prayer letters after the session or to send the children home with their set of VIPP Clue Cards to pray with their family.
PREPARATION

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as the children’s.
2. Read the Big Idea, Scripture Verse, story & related Bible passages, and song discussion question sheet.
3. Review the Scripture Verse Song group overview information in the introduction and in this appendix to re-familiarize yourself with leading this group.
4. Choose discussion questions, keeping in mind which ones might engage & challenge your age small group. If desired, write discussion questions on index cards, numbering them in order you want to discuss them, and hide around the room.
5. Find Scripture Song on CD using the CD inserts for track references. Listen to it and familiarize yourself with it. On longer songs, there may be a shorter and a full version. Choose whichever is best for your children.
7. Prepare Song game, if desired.

Resources: Story, Scripture Verse Song and Sign Language, Scripture Song Discussion Questions (in the curriculum for each Big Idea)
Song Games (found in this appendix)
Songs Intro Sheet (found in this appendix)
Poster of Scripture Verse Song
Praise Factory Hymns and Scripture Songs CDs (in room with CD player)

SCRIPTURE VERSE SONG GROUP ACTIVITIES

Snack Discussion Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.
2. Ask what the snack has to do with the story.
3. Take general insights and questions from the day’s Big Idea, Scripture Verse & story. Tell the children the Big Idea title again. Read the Big Idea and Scripture Verse to remind the children of them, if desired.

Activity Time

1. Listen to the song on the CD (or use your own instrumentation).
2. Discuss the song, using the song discussion sheet. If you hid the questions, choose one child each time to get up and find the next numbered question.
3. Introduce the signs and practice them.
4. Practice the song with signs, just saying the words to the song.
5. Add the music to the words and signs.
Activity Time, continued

6. Remember that faster songs allow for fewer signs per stanza, slower songs allow for more signs.

7. Remember that this is group is not about a perfect performance, but introducing on the song and reflecting on its meaning.

8. Fill in the Song-Intro Sheet you will use in Closing Large Group Time.

ACTS Prayer Time

1. Use the ACTS Prayer Time as a breather after singing the song awhile.

2. Remind the children of the Big Idea and re-read the Big Idea & Scripture Verse, if desired.

3. Help the children think of Big Idea A, C, T, S prayer requests, using the suggestions from the ACTS on the lesson plan, writing them down.


5. Ask the children to volunteer to pray A, C, T, or S; or pray them, yourself. Never force a child to pray!

6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down so they can then pray aloud for the group.

EXTRA TIME?

Play the Songs game, if desired, to reinforce the song.

CLOSING LARGE GROUP PRESENTATION

1. Read the Song Intro Sheet. Whisper the words to a pre- or early reader so they can tell them to the group.

2. Sing and sign the song for the group.

3. Teach the other children the signs you used, slowly.

4. Play the song again, this time having your group lead all the other children in trying to sign and sing along with them.
PREPARATION

1. Pray for God’s wisdom as you prepare and to use these truths in your heart as well as the children’s.

2. Read the Big Idea, Scripture Verse, story & related Bible passages, and hymn discussion question sheet.

3. Review the Hymns Group overview information in the introduction and in this appendix to re-familiarize yourself with leading this group.

4. Choose discussion questions, keeping in mind which ones might engage & challenge your age small group. If desired, write discussion questions on index cards, numbering them in order you want to discuss them, and hide around the room.

5. Find hymn on CD using the CD inserts for track references. Listen to it and familiarize yourself with it. On longer songs, there may be a shorter and a full version. Choose whichever is best for your children.


7. Prepare Song game, if desired.

Resources:  Story, Hymn and Sign Language, Hymn Discussion Questions
(in the curriculum for each Big Idea)
Song Games (found in this appendix)
Songs Intro Sheet (in back of curriculum binder)
Poster of Hymn
Praise Factory Hymns and Scripture Songs CDs (in room with CD player)

HYMN GROUP ACTIVITIES

Snack Discussion Time

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.

2. Ask what the snack has to do with the story.

3. Take general insights and questions from the day’s Big Idea, Scripture Verse & story. Tell the children the Big Idea title again. Read the Big Idea and Scripture Verse to remind the children of them, if desired.

Activity Time

1. Listen to the song on the CD (or use your own instrumentation).

2. Discuss the song, using the song discussion sheet. If you hid the questions, choose one child each time to get up and find the next numbered question.

3. Introduce the signs and practice them.

4. Practice the song with signs, just saying the words to the song.

5. Add the music to the words and signs.
HYMN GROUP ACTIVITIES, continued

Activity Time, continued

6. Remember that faster songs allow for fewer signs per stanza, slower songs allow for more signs.

7. Remember that this is group is not about a perfect performance, but introducing on the song and reflecting on its meaning.

8. Fill in the Song-Intro Sheet you will use in Closing Large Group Time.

ACTS Prayer Time

1. Use the ACTS Prayer Time as a breather after singing the song awhile.

2. Remind the children of the Big Idea and re-read the Big Idea & Scripture Verse, if desired.

3. Help the children think of Big Idea A, C, T, S prayer requests, using the suggestions from the ACTS on the lesson plan, writing them down.


5. Ask the children to volunteer to pray A, C, T, or S; or pray them, yourself. Never force a child to pray!

6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down so they can then pray aloud for the group.

EXTRA TIME?

Play the Songs game, if desired, to reinforce the song. The Songs games are in this appendix.

CLOSING LARGE GROUP PRESENTATION

1. Read the Song Intro Sheet. Whisper the words to a pre- or early reader so they can tell them to the group.

2. Sing and sign the song for the group.

3. Teach the other children the signs you used, slowly.

4. Play the song again, this time having your group lead all the other children in trying to sign and sing along with them.
The Kindergarten group(s) rotate to a different set of activities each of the three weeks of curriculum for a Big Idea. Preparation will depend upon which activities are chosen for a particular week. Consult the table below for which activities to prepare.

### Big Idea Week 1
- **Group 1 Activities**
  - Story Review Game
  - Scripture Verse Song

- **Group 2 Activities**
  - Act-It-Out Activity
  - Big Idea Game

**THEN, as time allows**

### Big Idea Week 2
- **Group 1 Activities**
  - Scripture Verse Game
  - VIPP Clue Cards, Games or Prayer Letter

- **Group 2 Activities**
  - Story Review Game
  - Scripture Verse Song

**THEN, as time allows**

### Big Idea Week 3
- **Group 1 Activities**
  - Act-It-Out Activity
  - Big Idea Game

- **Group 2 Activities**
  - Scripture Verse Game
  - VIPP Clue Cards, Games or Prayer Letter

**THEN, as time allows**

### Preparations for all activities
1. Pray for God's wisdom as you prepare and to use these truths in your heart as well as the children's. Read session materials.
2. Prepare for both activities, but you may only get to the first one or part of the second one. You can always finish or save the second activity you prepare to do the next week.

### Preparations for specific activities

**Story Review, Big Idea and Scripture Verse Games:**
1. Read through discussion questions for your corresponding game. Choose the ones you think best for your kindergarteners.
2. Choose a game from “Best Kindergarten Games“ and prepare according to instructions.
**PREPARATION, continued**

**VIPP Clue Cards:**

1. Choose a VIPP from the Binder of VIPPs. Look over the answers to the ten questions used.
2. Make copies of the Clue Cards for each child (found in this appendix.)

**VIPP Guess Who Games:**

1. Choose a VIPP from the Binder of VIPPs. Look over the answers to the ten questions used.
2. Fill in a copy of the Clue Cards (in this appendix for use in the game.
3. Read the game direction and make any modifications to fit your children. Prepare the game. Game instructions are in this appendix.

**Scripture Verse Song:**

1. Choose discussion questions that you think would be best for your children.
2. Find Scripture Song on CD using the CD inserts for track references. Listen to it and familiarize yourself with it. On longer songs, there may be a shorter and a full version. The shorter one will probably be best.
3. Look over sign language sheet and choose sign language to teach the children. Practice them.
4. Prepare Song game, if desired, found in this appendix.

**Act-It Out Drama:**

Look over Act-It Out Sheet and fill in actions, sound effects, etc. you want the group to do. Remember, unlike the Drama group, in which the children act out different parts, all the children in Act-It Out act out the story actions you have planned together (all make a wind noise, all pretend to be praying, etc.).

**Resources:**

- Story, Scripture Verse Song and Sign Language, Discussion Questions (with week’s curriculum
- Binder of VIPPs (in room)
- Pencils, Markers and other Decorating Supplies (in Resource Closets)
- Song Games (in this appendix)
- Best Kindergarten Games (in this appendix)
- Poster of Scripture Verse Song (in cardboard file in room)
- Praise Factory Hymns and Scripture Songs CDs (in room with CD player)

**SMALL GROUP ACTIVITIES**

**Snack Discussion Time**

1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.
2. Ask what the snack has to do with the story.
3. Take general insights and questions from the day’s Big Idea, Scripture Verse & story. Tell the children the Big Idea title again. Read the Big Idea and Scripture Verse to remind the children of them, if desired. You may want paraphrase the Big Idea Concept and use the shortened version of the Scripture Verse.
PREPARATION, continued

**VIPP Clue Cards:**
1. Choose a VIPP, contact them to come and visit or to give you the answer to ten VIPP questions used.
2. Make copies of the Clue Cards for each child (found in this appendix.)

**VIPP Guess Who Games:**
1. Choose a VIPP from the Binder of VIPPs. Look over the answers to the ten questions used.
2. Fill in a copy of the Clue Cards (in this appendix) for use in the game.
3. Read the game direction and make any modifications to fit your children. Prepare the game. Game instructions are in this appendix.

**Scripture Verse Song:**
1. Choose discussion questions that you think would be best for your children.
2. Find Scripture Song on CD using the CD inserts for track references. Listen to it and familiarize yourself with it. On longer songs, there may be a shorter and a full version. The shorter one will probably be best.
3. Look over sign language sheet and choose sign language to teach the children. Practice them.
4. Prepare Song game, if desired, found in this appendix.

**Act-It Out Drama:**
Look over Act-It Out Sheet and fill in actions, sound effects, etc. you want the group to do. Remember, unlike the Drama group, in which the children act out different parts, all the children in Act-It Out act out the story actions you have planned together (all make a wind noise, all pretend to be praying, etc.).

**Resources:**
- Story, Scripture Verse Song and Sign Language, Discussion Questions (with week's curriculum)
- VIPP Resources: VIPP Prayer Letter in each week's curriculum, Clue Cards and Games in this appendix
- Pencils, Markers and other Decorating Supplies (in Resource Closets)
- Song Games (in this appendix)
- Best Kindergarten Games (in this appendix)
- Poster of Scripture Verse Song (in cardboard file in room)
- Praise Factory Hymns and Scripture Songs CDs (in room with CD player)

**SMALL GROUP ACTIVITIES**

**Snack Discussion Time**
1. Pray before eating snack, thanking God for the snack & for the Holy Spirit to work in the hearts and minds of all.
2. Ask what the snack has to do with the story.
3. Take general insights and questions from the day's Big Idea, Scripture Verse & story. Tell the children the Big Idea title again. Read the Big Idea and Scripture Verse to remind the children of them, if desired. You may want paraphrase the Big Idea Concept and use the shortened version of the Scripture Verse.
SMALL GROUP ACTIVITIES, continued

Activity Time

The Story Review, Big Idea, Scripture Verse Games:
Play the game as directed. If desired, do the ACTS prayer as a breather between rounds of the game.

If Using the VIPP Clue Card Sheets:
1. Have the children fill-in/decorate the cards as you give them the information about the VIPP.
2. Stop after Clue Card #7, review and give them a chance to guess the VIPP.
3. Finish up with revealing the VIPP and filling the prayer requests. (Cards 8 & 9)
4. Give out a picture to use on optional Card #10 and the cover. Staple the Clues together as a booklet.
5. Add the VIPP's three prayer requests to your ACTS time.

If Using a VIPP Game:
Play the game, as instructed. Game directions are found in Best Kindergarten Games (found in this appendix.) If desired, you can also have the children decorate the VIPP Prayer letters for the VIPP. Choose crayons, markers or other decorating supplies from the Resource Closets to decorate them.

Scripture Verse Song
1. Play the song for the children on the CD player. Help them to learn it, phrase at a time. You can explain them the meaning of key words as you teach them the phrases.
2. Add sign language signs as you teach the phrase. Less signs works best with kindergarteners. If you want, you can also just make up your own actions to go with the song.
3. Once they learn the whole song well, you may want to use one of the Songs games (listed in Appendix F) for more fun.

Act-It Out Drama:
Lead the children in acting out the story actions as you tell it. Use the Act-It Out Sheet to narrate the story.

ACTS Prayer Time
1. Make the ACTS Prayer time brief. Ideally, do prayer time after the children have had an opportunity to do an active activity, instead of during discussion time. This can be too much time sitting still for these little ones.
2. Review the Big Idea A, C, T, S prayer request written on the board.
3. Make sure to add the VIPP's prayer requests, if you do VIPP activities.
5. Ask the children to volunteer to pray A, C, T, or S; or simply pray it yourself. Never force a child to pray!
6. Pray the ACTS prayer. Help pre- and early readers by whispering to them what is written down.

CLOSING LARGE GROUP PRESENTATION
Kindergarteners may ask questions from the games (whisper a question into a child's ear and have them ask it to the group): present their VIPP and pray for him/her; act out their drama; or sign and sing their song. You may also choose for them to simply watch the children from the older groups make their presentations.
Expected Behavior for Praise Factory, by Section (Capitol Hill Baptist Church)

Expected Behavior: Echo Chamber
Remind children of the behavior expectations for Echo Chamber before you get started
• sit on the carpet: in one place, without moving around and without laying down
• do not whisper, touch or tease neighbor
• listen to the teacher
• cheerfully participate
• raise your hand and wait for the teacher to call on you, if you have a question or comment
• be respectful of the answers and comments of others

Expected Behavior: Story Time
Remind children of the behavior expectations for Story Time before you get started
• sit on risers or in a chair, without moving around
• do not whisper, touch or tease neighbor
• do not jump off of risers or push anyone while on the risers
• listen to the teacher
• raise your hand and wait for the teacher to call on you, if you have a question or comment
• be respectful of the answers and comments of others

Expected Behavior: Small Group Time
Remind children of the behavior expectations for Story Time before you get started
• do not touch or start snack until teacher tells you to
• participate cheerfully in the activity
• do not whisper, touch or tease neighbor
• do not complain when asked to do something you do not especially like
• listen to and obey your teacher
• raise your hand and wait for the teacher to call on you, if you have a question or comment
• be respectful of the answers and comments of others

Expected Behavior: Closing Large Group Time
Remind children of the behavior expectations for Closing Large Group Time before you get started
• to sit on risers or in a chair, without moving around
• do not whisper, touch or tease neighbor
• do not jump off of risers or push anyone while on the risers
• participate cheerfully in the activity
• do not whisper, touch or tease neighbor
• do not make fun of anyone making a presentation
• be respectful of the answers and comments of others
• listen to and obey your teacher
• raise your hand and wait for the teacher to call on you, if you have a question or comment
Expected Behavior Tips

1. Pray for God’s help, both before class and with the class...and don’t forget to pray afterwards, both thanking Him for how He worked and asking Him for more help, based on what you saw that day.

2. Give Clear, Specific Expectations of Expected Behavior
   - Give these at the beginning of class, or at the beginning of each section (Opening Large Group Time, Small Group Time, Closing Large Group Time)
   - Tell them how you will deal with their misbehavior (for example, “If you cannot show respect during Echo Chamber, you will be asked to leave the group and sit on a chair to the side of the room.”)
   - A child should raise his/her hand and wait for the teacher to call on him/her, when they have a question or comment.

3. Do not ignore flagrant disobedience of clearly explained behavior expectations. Be willing to wait for silence and compliance.
   - Do not just plow ahead and speak over the children or ignore their behavior.
   - Disobedience does typically multiplies rather than disappears when ignored
   - Remind the children of behavior expected.
   - Do not be afraid to stop your activity and wait until they are cooperating.

4. Prepare the children for transitions between activities with clear instructions. Many difficulties in behavior arise during transitions, partly because we do not give clearly tell children how we want them to behave.
   - Tell them WHEN you want them to move
     (for example, “When I say “kitty cat” I want you to....”
   - Tell them HOW you want them to move
     •  (for example, “When I say “kitty cat”, I want you to put your hands on your head and walk quietly to....”)
   - Tell them WHERE you want them to move
     (for example, “when I say “kitty cat,” I want you to put your hands on your head and walk quietly to the other room...”)
   - Tell them WHAT YOU WANT THEM TO DO or NOT DO WHEN THEY GET THERE
     (for example, “When I say “kitty cat,” I want you to put your hands on your head and walk quietly to the other room and sit at the craft tables. Put your hands in your laps and do not touch the snack.”)
   - Review with them WHAT YOU WANT THEM TO DO
     for example, “How should you go into the other room? What should you do when you get there? etc.)
Responses to Behavior Issues

1. Give the “Look”
   • This can take place without stopping the class at this point, it may be helpful for a co-teacher to position themselves near the child

2. Give a Warning
   • stop teaching and give warning for specific behavior
   • alternatively, a co-teacher can give a warning for specific behavior while the lead teacher is teaching.

3. Have a Private Conference
   • ask child why you have called them aside
   • ask the child if they can explain what it is about their behavior that is unacceptable
   • tell child what you expect
   • ask the child if s/he can correct behavior on their own, or does s/he need your help
   • briefly pray with the child/ren involved before returning to the group
   • foster reconciliation with others involved
   • praise child for changes in behavior you see
   • speak to parents at end of class if behavior is a pattern

4. Remove from Activity
   • ask child why they have been removed (follow guidelines above)
   • give them some “time out” to cool off and consider behavior (5 minutes is an appropriate time out)
   • remind the child of expectations before they can continue to participate in the activity
   • you may need to ask the hall monitor to step into your class while you remove the child
   • speak to parents at pickup time

5. Call for the Parents to remove child from class immediately
   • call for the hall monitor to get the child’s parent(s)
   • have another teacher or the hall monitor step into your class while you speak to the parents
   • tell the parents what behavior you expect, what steps you took to correct it, and what the child’s response has been.
   • call Deepak Reju, Jennilee Miller, or a Deacon of Children’s Ministry if you need help

6. Communicating with Parents
   • speak to parent about notable issues or concerns (parents need to be know about and/or may have good advice)
   • speak to parents at the end of class if pattern behavior is IMPROVING!!!

7. Discuss and pray about any major issues or patterns after class
   • Pray for God’s wisdom for both the families and the teachers.
   • Speak with a member of the Children’s Ministry team about particularly troubling situations that you have questions about or that seem to not be resolving.
Common Behavior Scenarios (Capitol Hill Baptist Church)

Children lie down on carpet (Most commonly occurs in Echo Chamber)
If it is quite a few children, you may want to make a general reminder about the behavior expected. This can be done in a fun way, such as: “I see a number of slouchers and loungers on the carpet today. Get up, sleepy heads! Let’s see if everyone can sit straight up by the time I count to “3”.

If a child/children persist in behavior, catch the child's eye and give the look. Make a sit up gesture with your hand and when child obeys, give them a mouthed “thank you.”

If the child still persists in lying down, then it is time for a child to be taken aside for a private conversation by one of the supporting teachers, while the lead teacher keeps teaching. Based on the conversation, the child can either be allowed another chance on the carpet, or asked to sit in one of the chairs along the side.

All of these steps, except the first general reminder, are best done by a teacher other than the teacher leading the teaching, if at all possible. This allows the rest of the teaching time to continue and is less embarrassing for the child.

If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child from class. You will at very least need to talk to the parents when they come to pick up their child at the end of the session.

Children keep whispering to each other
If it is quite a few children, you may want to make a general reminder about the behavior expected. This can be done in a light way, such as: “I hear a lot of extra noise as I am trying to talk. Let’s see if we can be quiet enough to hear the children playing in the floor below us, the wind blowing in the trees, etc. “When everyone is quiet, say, “Thank you, children, for being so quiet. Now, let’s continue.”

If a child/children persist in behavior, catch the child’s eye and give the look. Make a “shh” gesture with your hand and when child obeys, give them a mouthed “thank you.”

If the child still persists in talking, then it is time for a child to be taken aside for a private conversation by one of the supporting teachers, while the lead teacher keeps teaching. Based on the conversation, the child can either be allowed another chance back with the group but seated next to a teacher and away from the other friends; be asked to sit in one of the chairs along the side, separated from the friend(s) they have been talking to; or, be given a 5 minute “time out” before returning to class (and then seat them next to a teacher and away from friends).
If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child from class. You will at very least need to talk to the parents when they come to pick up their child at the end of the session.

All of these steps, except the first general reminder, are best done by a teacher other than the teacher leading teaching, if possible. This allows the rest of the teaching time to continue and is less embarrassing for the child.

**Children do not want to fully participate**

This is a tricky one! Often this behavior is seen in the oldest children who are being to feel too big to do the activity. The trouble is that their indifference quickly spreads to other children.

If it is tiredness and an infrequent behavior, then don’t worry about it. You may try to re-engage the child by asking them a pointed question or a suggestion that helps draw them back into the activity. You can ask them to help you by holding a sign or some other way.

If this appears to be a pattern rather than just a one-off occurrence, then it may be time to speak to the child about it in a private conversation and find out what is behind their behavior. Their answer will make a difference in how you respond to the situation. If they are feeling “too big,” you may want to give them a way to assist you in leading the group. Or, you may want to talk to the parents: it may be time to encourage the child to sit in the service. This is not an infrequent occurrence with the older children.

Visitors often do not feel as comfortable to participate with a new group of children. Help them feel at ease. Do not be surprised if they do not participate as fully as the other children. As long as they do not disrupt your class, allow them to watch quietly.

**Children keep blurting out answers or comments without raising hand and being called on**

Make a general reminder of behavior expected. Say something like, “I hear voices, but I’m only calling on people whose hands are raised and are waiting quietly to be called on.” Often times this behavior shows up in excited children who still need practice in raising their hands and waiting. Sometimes, however, it is done in defiance.

If a child/children persist in behavior, catch the child’s eye and give the look. Point to your hand and mouth “Raise your hand” to the child. If they respond with a raised hand, mouth “thank you.” If the child still persists in blurting out, position an assisting teacher near the child, who can give them gentle, quiet reminders. If you have no assistant available, such as in Small Group Time, ask the child to come sit next to you. This allows you to quietly prompt the child with less disruption to the class.
If the behavior still persists, then it is time for a child to be taken aside for a private conversation, preferably by an assisting teacher while the lead teacher keeps teaching. Based on the conversation, the child can either be asked to have a time out for 5 minutes or so; or, allowed back in the teaching time, but seated next to a teacher.

Unless you think this behavior is coming from defiance, show the utmost patience and encouragement. You may find it helpful to speak to the parents about the behavior, if it continues as a long-standing difficulty. It will be good information for them to know and they may have good advice for you. If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child from class. You will at very least need to talk to the parents when they come to pick up their child at the end of the session.

**Children blurt out inappropriate comments**

Most of the time, the children are blurt out answers related to your question or story. Sometimes, though, they are inappropriate “wise cracks” or “complaints.” These comments come from a very different issue than the simple need to learn to raise one’s hand.

Respond to the child’s wise crack comment make before the group something like this: “Charlie, we all like to laugh, don’t we? And we want to have fun. But it is never good to make fun of someone else (if the wise crack made fun of someone else) or, but as much as I hope you have fun in Praise Factory, I want you to learn. This is our teaching time. If you have a good comment, answer or question to contribute, I am happy to take it. But please keep any other remarks to yourself. Thank you.” If another child has been hurt by the child’s comment, it will be good for an assisting teacher to take the two children aside and help them ask forgiveness and reconcile.

Respond to a child’s vocal complaint (before the group) something like this: “Charlie, we all like to have fun and always do just what we want to do. I certainly hope that I hope you have fun in Praise Factory, but I want you to learn even more than have fun. This is our teaching time. If you have a good comment, answer or question to contribute, I am happy to take it. But please keep any other remarks to yourself. Thank you.”

If behavior persists after this, pull the child aside again and speak to them. If behavior is slow to turn, but is turning, try to continue to work with the child. Notice and praise even small changes in behavior. If behavior cannot be turned at all, then you will need to call the hall monitor and ask for the parents to pick up the child from class. You will at very least need to talk to the parents when they come to pick up their child at the end of the session.
**Child raises hand to answer question and instead relates a totally unrelated incident**

Children get so excited about things! Perhaps their bodies are in your class, but it was their birthday yesterday, and they are dying for an opportunity to tell about the new bike they were given....right in the middle of your serious question about why Jesus died on the cross! This is a part of childhood that is both endearing and sometimes frustrating!

As the child starts telling the group their unrelated exciting news, try to break in as soon as you can and say something like, “Charlie, it sounds like you had some really exciting things happen yesterday. I really want to hear them, but could we wait until the break (or some other time you can think of in the near future), when I can hear all about them? Thanks.” Then continue with your teaching.

If child persists in telling the story, have an assistant teacher take the child to the side and speak to them in a private conversation.

**Children push each other**

Depending on where this happens, this can be very, very dangerous! All too many times, it happens on the top row of the risers or on the stairs. Even if it happens on the floor, though, it can be a small action that leads to a serious injury.

Immediately take aside the children involved in the incident and have a private conversation with them. Help them reconcile any issue between them. Help them to understand what serious consequence could have occurred from the push. This is best done by asking the child something like, “Charlie, if Ryan had fallen down when you pushed him, what might have happened? Help the child/ren understand the consequences that could have happened from their behavior. Warn the child/ren that this behavior cannot be tolerated at all and that their parents will be called if it happens again.

If the behavior occurred on the risers, have the child/ren sit on the floor or on a chair near a teacher for the remainder of the activity. At very least, you want to separate the children.

If the behavior occurs again during the same session, call the hall monitor to send for the parents. While the taking aside of the children is best done by a teacher other than the teacher leading the teaching, it is such a potentially dangerous action, that it is worth making a point of this conduct with the whole class.