



## Our vision: New life in Christ for kids and youth in our whole community

We long to see mature young disciples who know that they're saved by grace in Jesus and therefore they...

Love Jesus recklessly.  
Love Jesus' people sacrificially.  
Love Jesus' world/kingdom passionately.

### CORE VALUES

Young people matter "the Kingdom belongs to such as these"  
Relationships are the foundation (with Jesus, with each other, intergenerational)  
Bible-based and Grace filled  
Love for God and neighbour  
Safety (physical, emotional, spiritual)  
Team approach (We're better together, greater than any individual)  
Empowering people to serve with their gifts  
Creativity and fun for the sake of relationships

### KIDS MINISTRY

Kids ministry is

- **important** - to God and to our church
- **strategic** - the majority of Christian adults came to faith before the age of 18 (78%)
- **foundational** - we are helping shape their minds and hearts from God's word. We do that in an age appropriate way. But not in a way that we need to re-teach when they are grown up

### PROGRAM STRUCTURE

"Everything has a reason"

1. Kids are part of the main adults service (intergenerational)
2. Welcome and Singing + Memory verse
3. Linking game/activity - see Games handout
4. Bible teaching and application to heart
5. Craft/making something
6. Food

# — Group management —

## How should we think about group management?

At the core of the word discipline is the idea of training and guidance, not punishment.

So good group management gives:

- Security and safety within limits
- An opportunity to establish good relationships
- is for the child's good
- has purpose: it trains in obedience to authority and makes people wise for life
- Is a way we partner with parents and have their delegated authority

We have established a basic framework of expectations for kids at St. Luke's (as below)

## What causes poor behavior?

### 1. A sinful heart

- self-seeking
- little or no understanding of their impact on others
- failure on the part of leaders to show each child they are loved and valued
- favouritism by teachers/leaders

### 2. Unrealistic Leader expectations

- wants to be child's friend rather than the child's leader
- sets tasks that are too difficult/easy/fearful

### 3. Unclear Leader expectations

- expectations of teacher not clearly stated e.g. children not given clear guidelines on what they are supposed to do, how to move from one activity to another, how to answer a question...

### 4. Environment & Disorganisation

- teaching space untidy, overcrowded
- room has poor lighting, heating, ventilation
- teacher relies on notes, reads lesson
- lesson moves too slowly/quickly
- equipment not collected, equipment not set out

**ST LUKE'S KIDS**  
**SHOW LOVE & RESPECT FOR:**

**LEADERS**  
"Obey your leaders and do what they say. They are watching over you, and they must answer to God. So don't make them sad as they do their work." (Hebrews 13:17)

**EACH OTHER**  
"Keep on loving one another as brothers and sisters." (Hebrews 13:1)

**CHURCH PROPERTY**  
"When you do things, do not let selfishness or pride be your guide. Instead, be humble and give more honour to others than to yourselves." (Philippians 2:3)

'It may sound like being organised has nothing to do with discipline. It does! It is important to know what to do and when. Have everything you need nearby so that you can concentrate on the children and keeping them under control. If your attention is distracted because you can't find your visual aids or you can't remember what to do with the children after the activity, then they will probably make the most of the opportunity!' Stephanie Carmichael, *Their God is so Big*, 107

## What to do

### Positive Reinforcement

This means that:

- You notice positive behaviour and highlight it
- Reinforce/praise the sort of behaviour you want from them (e.g. being kind, listening) rather than always telling them what you don't want (eg. 'Don't answer unless you put your hand up').
- Kids should be doing the right thing because it is what is expected of them and not to get a reward. However, everyone likes to be acknowledged and appreciated, so we should be generous with our praise and offer positive affirmation for those who are behaving well.

### Consequences

If kids are not behaving in a way that meets our expectations of love and respect.

Escalating consequences:

- **Warning** – remind the child of what is expected of them, re-enforce with body language.
- **Minor consequence**: move child sideways in the group
- **Semi major consequence**: removal of child out of the group for a few minutes and talk to director or kids and child's parents
- **Major consequence**: removal from the room. Ask another child to take to director of kids ministry who will follow up with child and their parents.

## What to Avoid

### 1. Anger or Humiliation

- does not equal discipline
- undermines relationship with the child
- does not motivate changes to behaviour but rather crushes the child

### 2. . Turning a positive into a negative

Discipline must not involve turning a positive into a negative

e.g. Never send a child to sit in church as a punishment. Don't teach children that church = punishment. Don't use sitting next to a boy/girl as a punishment. Isolation is better for a short time with the aim of correcting and guiding them back to.

# — Games that teach —

## **Why are games important?**

Games are fun

They engage the whole body

They can help you reinforce or introduce or apply the big idea you're teaching that day

## **STEP 1 - *Everything* has a reason**

You need to know the big idea in clear kid-friendly language (try and get in in 7 words or less). All the parts of the program should relate, reinforce or apply that point – including games.

## **STEP 2 – The name game**

Give your game the right name and the right set of rules to suit your purpose

*Aim: To develop the ability to create or rework your own games to reinforce introduce or apply the Biblical teaching*

## **STEP 3 – Evaluation Grids**

Active or still?

Competitive or cooperative?

Doing or watching?

Short or Long?

Big space or small space?

Lots of kids or small amount of kids?

## **STEP 4 – Explain**

a. Explain **why** you've chosen the game (or ask the kids why we're doing this game).

b. Explain **how** to play and make sure the other leaders already know how to as well.

## **STEP 5 – Play it...Play it again**

Make it quick and play it again.

## **Examples**

Take a game they know and change one rule

1. Instead of Stuck in the mud - call it "I need a rescuer"

Instead of just being stuck

2. Instead of Dodge ball

Big idea: Jesus is the only who is King

Call it King ball

Nominate one player on each team to be the hidden king

Anyone can get out, but once the king is out everyone is out.

This is an active competitive game and therefore needs a leader to monitor

### 3. 3 promises Hockey

Promises to Abraham

Every third round we get to choose one of the promises.

Choose land – goalposts move closer

Choose family – one leader plays on your team

Choose blessing – widen the goal posts

4. Kingdom ball – 2 people in to start. Can't move with the ball, only when you don't have the ball. When someone is tagged with the ball they join the kingdom. The kingdom starts small and grows to be big.

### **Mistakes to avoid**

#### **Mistake 1 - Asking for questions on the rules**

**Solution** - Instead Prepare then explain clearly and simply – they say they will pick it up as they play. Make sure the leaders understand the rules beforehand.

OR if the game is complex play the game more than once and add additional rules later

#### **Mistake 2 – Being too nice with eliminations**

If it's an elimination game – get rid of the slowest half and then the next slowest half.

Because you can always say you'll start again soon.