



**children everywhere
walking with Jesus**

CHALLENGE

for small groups

Facilitator's Notes

Seven sessions that challenge us to explore
our own context, stretch our thinking and
discover new possibilities,
so that in our community, we will see
children everywhere walking with Jesus

Stop and think



CHILDREN

seeing them through God's eyes

STOP: Every child is uniquely made in God's image and loved by Him. We need to know and value them as He does if we are to help them walk with Jesus.

THINK: How well do I know the children around me, understand their world and allow their voices to be heard and acted upon?



EVERYWHERE

entering their world

STOP: Broken environments lack the safety and nurture that children need. The Good Shepherd longs for children to walk among green pastures and quiet waters where they can thrive.

THINK: Are we creating environments of safety and nurture where children can thrive even in challenging circumstances?



WALKING

growing on the journey

STOP: Learning to walk with Jesus can happen anywhere, at any time, with anyone – or alone. Both formal and informal learning experiences are vital to developing deep roots in God that will enable children to stand strong.

THINK: As I explore life and faith with children, do I demonstrate creativity, relevance and a confidence that God speaks to them through the Bible and prayer and life experiences?



WITH

thriving through relationships

STOP: God seeks a relationship with every child. As we walk along with them, we support them and help them to make sense of life and faith.

THINK: Do I see my relationships with children as opening possibilities for them to have life-changing experiences with God?



JESUS

bringing Jesus to others

STOP: As children walk with Jesus, they bring Him and His message of hope into their world. They can share Him in places and ways that adults can't.

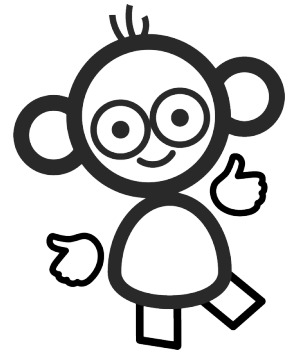
THINK: Am I overlooking the contribution children can make to the Great Commission?



Introduction

The Bible gives us a very positive picture of children walking with God and the outcomes of this:

- Daniel and his friends received enough early teaching in their home and community to withstand the influences of a foreign, pagan culture and change it for the better.
- Timothy's mother and grandmother introduced him to God from infancy, a heritage that was praised by Paul as foundational to the leader he became.
- Young Samuel ministered with an aged Eli in the temple, across the generations, learning to be sensitive to God's voice and eventually lead the nation.



All of these were blessed to be surrounded by ordinary people who loved God and passed this relationship on to them and supported them in their early walk with God. This is what we would love to see happen with the children in our context! So...

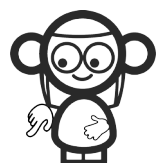
What does it take to help children everywhere walk with Jesus?

As members of a local church body – pastors, church members, children's workers, school teachers, grandparents, parents, youth and children – what can we do to help children become growing, active disciples of Jesus for a lifetime?

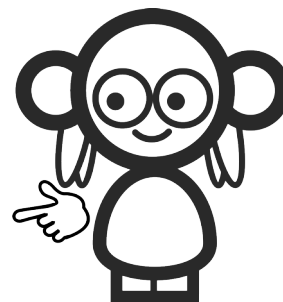
In recent years, the Global Children's Forum, comprised of people from all over the world, has been asking these questions. We've looked at examples from the Bible and our own experiences and explored established and emerging theories and practices. We have sought to find some common, simple things any individual, family or church can do to come alongside children and help them to walk with Jesus.

By joining the 'Children Everywhere Challenge', you are joining with people and churches all over the world who are committing time and energy to observe, ask questions and explore new ways to connect with, disciple and incorporate children into the Body of Christ and its mission. We serve a loving God who is deeply familiar with our local context and its unique challenges and realities. He knows and loves every child in our community. He longs for each one to thrive in a relationship with Himself. If we are humble and are willing to listen and obey Him, we believe He will guide us and empower us to be His hands and feet in reaching out to the children around us.

The Children Everywhere resources have been created by people working with children all around the world. Please feel free to use and share them as you would like but they may not be sold for profit. The files for this program and the others in the Toolbox can be downloaded from www.childreneverywhere.com (where you can also download and print extra copies of this document).



Facilitator's Notes



GOAL

The goal of this Children Everywhere Challenge is to guide members of a local church body through a process of expanding their understanding of children and how God sees them, considering the things which impact children, and exploring new possibilities in ministry with children.

STRUCTURE

These sessions are designed to be used with small groups (12-15) of people from a local church. They are most powerful when they involve a diverse selection of people such as pastors, children's workers, church members, school teachers, parents, youth and children (with adult assistance). The broader the selection of people, the richer the discussions and ideas will be. Children will add a unique perspective as they often see things very differently to adults.

It is suggested that the groups meet every 2-4 weeks for a 90-minute session, covering one of the seven sessions each time. Each session follows the same basic flow:

- Report back on last session's Challenge Activity.
- Explore two or three ideas – this may involve activities, games, Bible exploration, brainstorming, drama or art projects.
- Introduce the new Challenge Activity.
- Reflect on the things discussed in the session.

The Challenge Activities are a way to take the ideas into everyday life. Through them, the group will either learn new things through listening, research and observation or have the opportunity to put a new idea into practice. They are key parts of the thinking and learning process.

PREPARING FOR EACH SESSION

- You can either have one facilitator for the whole Challenge or you can share this responsibility.
- The facilitator will need to gather the materials for the session (or make sure someone else does).
- The facilitator should read through the session and think about how they will lead each section and what might need adapting for your group. What questions might arise? What examples could be shared that illustrate what is being talked about? What is happening locally that might affect how you apply what is being talked about?
- In each session, the *ITALIC* text indicates something the facilitator needs to do, and the *PLAIN* text indicates something the facilitator should say. The facilitator does not need to read the text exactly as written – it is only a suggestion. Feel free to adapt things to your unique situation, the make-up of the group and the needs you are addressing.
- Pray for your group and the things you will be exploring together.

BASIC MATERIALS NEEDED

- Workbooks for the whole challenge or individual worksheets for each session
- Things to write and draw with such as pens, pencils, crayons, coloured pencils and markers
- Paper (smaller pieces for drawing), large sheets or flipchart sheets for activities (a whiteboard could also be used for this)
- Post-it notes (if these are not available, you can use smaller pieces of paper and tape)


ADAPTATION NOTES

These sessions could be used in a more intensive way – for example, a two-day conference. However, thought would be needed as to how to incorporate some of the learning from the Challenge Activities. These are an important part of the discovery process.

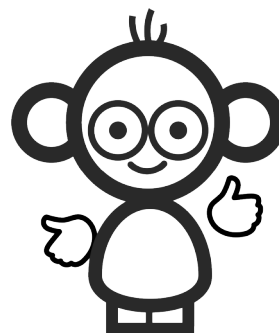
These sessions could also be run over a longer period of time – for example, doing one session every six months. If you do this, think about how you could work on the Challenge Activities in the month following each session. How will you report to each other about what you discover or do? How will you make sure that the activities are not forgotten and therefore not done at all? The advantage of this method is that you will have more time to focus on each area. Make the most of this!

If you use this material with a larger group with people from different churches, divide people into teams with others from their own or nearby churches so that the discussions can be contextualised for their local situation. You may want to divide them into teams more frequently than suggested in the teaching outline.

Children Everywhere Challenge Outline

SESSION	OUTCOME	MAIN IDEAS	REQUIREMENTS
Session 1 INTRODUCTION	Introduce the big ideas of the Children Everywhere Challenge.	Children everywhere need to walk with Jesus. Each part of the statement tells us something about how we can help children walk with Jesus.	Workbook, paper, tape, bottle caps (clean), elastic/rubber bands (one per group), candle or soap, thread, matchsticks or toothpicks.
Session 2 CHILDREN everywhere walking with Jesus	Value children more highly and understand them better.	God values children and so should we. Understanding them helps us to better help them walk with Jesus	Workbook, coins or small prizes of low and high value. Images of children in different age groups.
Session 3 Children EVERYWHERE walking with Jesus	Explore the places where children live and identify possible ways of creating and sustaining an oasis: a place of safety and nurture for them.	Children are deeply affected by their environment. We are responsible to create an 'oasis' for children that will help them to thrive.	Workbook, map of local area – can be very simple. 
Session 4 Children everywhere WALKING with Jesus	Understand that learning is a lifelong journey and explore some of the many different experiences and methods that facilitate learning.	Learning is continuous – every life experience is a learning opportunity. Every child is unique in the way they learn best.	Workbook, clues and prizes for the "Around the World" game.
Session 5 Children everywhere walking WITH Jesus	See the value of the relational aspects of discipleship and make them a high priority.	Every child needs someone to journey with them – this includes God, families and the Body of Christ. It takes time and effort to build meaningful, supportive relationships.	Workbook, solid wooden or metal chair, Lost Sheep video and way to show it. www.max7.org/en/resource/lostsheep
Session 6 Children everywhere walking with JESUS	Understand that as a child walks with Jesus, they become more like Him and are His hands and feet in their world.	As we journey as Christians, we become more like Jesus. God is able to use children in His mission. However, they need our help to enable them to serve.	Workbook, Voice of a Child video and a way to show it. https://www.max7.org/en/resource/voiceofachildmission
Session 7 NEXT STEPS	Explore the next steps and ways to work together to accomplish more.	We can do more together than alone. What is next for our situation?	Workbook, chair and object.

Session 1: Introduction



POWER TO LIVE

- Introduce the big ideas of the Children Everywhere Challenge.

MAIN IDEAS

- Children everywhere need to walk with Jesus.
- Each part of the statement tells us something about how we can help children walk with Jesus.

ADDITIONAL MATERIALS NEEDED

- Power to Live activity: Paper, tape, bottle caps, elastic bands, candle or soap, thread, matchsticks or toothpicks

SESSION

INTRODUCTION (10 MINUTES)

Welcome to the Children Everywhere Challenge! Together we are accepting the challenge to take time over the next weeks and months to think about what is involved in 'Children everywhere walking with Jesus'. What does this mean for children and what do we need to do as families and the church to help them do this? I am sure we are coming with some ideas already, but during this challenge we might look at things a little differently to what we have before and hopefully we will learn some new things that will help us to do a better job of coming alongside children as they walk with Jesus. As we will be working together a lot during this challenge, we need to get to know each other better!

ACTIVITY

Invite everyone to stand and create two circles, one group of people on an outside circle facing a partner in the inside circle.

- Face your partner and introduce yourself and tell them your favourite time of the year and why. (30 seconds)
- Change partners (outside circle moving clockwise); introduce yourself and tell each other your favourite childhood game. (30 seconds)
- Change partners; introduce yourself and tell each other your favourite child in the Bible. (30 seconds)
- Change partners; introduce yourself and tell each other your biggest adventure before you turned 10 years of age. (2 mins each)

Hand out the workbook or worksheet for this session and briefly show them the different parts of the book. Fill in the dates on which you will be meeting.

This is how we will record our thoughts and ideas during the sessions and as we work on the Challenge Activities between sessions. You can write words or draw pictures – you could even write a prayer or a poem! This is your diary of the Children Everywhere Challenge.

This is a mixed group of people who are different ages and have different roles as they relate to children. Some of you are even children yourselves! (Only say this if it is appropriate.) We all have different things to contribute to the discussions and activities we will be doing. We want to respect each other's contributions by listening carefully when others are talking. Another way to respect each other's contributions is to try to be at every session so that we can all learn from each other.

POWER TO LIVE (40 MINUTES)

ACTIVITY

Divide the group into teams of 3-4 people. Aim to get a mix of people in each team. The teams can build elastic-band-powered vehicles and race against each other. (Example: www.youtube.com/watch?v=brcQz7EZCbQ). Or they can blow up balloons and let them go so that the escaping air causes the balloons to fly across the room. The teams can compete to see whose balloon goes furthest. Choose a project that fits in your situation and uses materials you can find in your context.

- What was the essential ingredient to make the vehicles or balloons go?
Power source – e.g. elastic band, air
- What would happen if you didn't have that power source?
Vehicle or balloons might look good but not go anywhere and therefore not be much use.

Just as the vehicles needed the elastic bands as a power source (or the balloons needed air), we have been created to have God as our power source. When Adam and Eve sinned, humanity was cut off from this power-source. Without Him, we are broken. We can't walk with Jesus and live life as He intended.

However, God loved us too much to leave us this way. When we accept God's salvation in Jesus, He comes to live within us. We are once again connected to our power source as we walk with Him. He gives us His life, begins to heal our brokenness and we experience the wholeness which can only be found in Him.

BIBLE EXPLORATION

Divide the group into pairs and give each one of the Bible passages in the workbook. Allow about five minutes to talk about what is in the passage. Bring them back together and ask each pair to share what they have learned. If people have other ideas, let them also share those.

- What difference does a relationship with God make?
Have each group report back their findings.

This isn't an optional extra, it is part of the way God made us! Walking WITH Jesus means that we walk alongside Him and follow His example. It also means that we can walk as a result of His power within us.

CHILDREN EVERYWHERE WALKING WITH JESUS (20 MINUTES)

Children need our help to know Jesus and walk with Him. (Romans 10:14)

BRAINSTORM

Give people five minutes to write on Post-it notes some ideas of how we could help children to walk with Jesus. While they do this, put up five flipchart sheets each one titled with one of the following words – Children, Everywhere, Walking, With, Jesus. When the time is up, tell people to hold on to their Post-its until asked for them.

Let's look at five basic things that children need to walk with Jesus. The five things can be thought of in relation to the five words of the slogan. You'll see this in the chart in your workbook.

- **Children** – We need to really see children as God does. We need to understand what He thinks of them and be more aware of their lives so that we can better serve them and walk with them as they walk with Jesus.
- **Everywhere** – Children are deeply affected by their environments – their “everywhere”. As we come to understand the environments in which children live, we can create a safe and nurturing ‘oasis’ to help them thrive in this broken world.
- **Walking** – Learning is a continuous – a journey taken one step at a time. As we discover how they learn best and utilise everyday opportunities, God's truth will have a life-changing impact.
- **With** – The spiritual journey is all about relationships – first and foremost with God, and secondly with family and others of God's people. We need to make sure that we put a high priority on the development of these relationships.
- **Jesus** – The goal of the journey is to become like Him – to be complete and whole in Him. This shows itself as they join with the Body of Christ in ‘being Jesus’ hands and feet’ here on earth. We have the opportunity to help them take Jesus into their everyday lives and use their God-given gifts and abilities to serve Him.

Ask people to place their ideas on the five flipchart sheets as appropriate.

- Where do we have lots of ideas and where just a few?
Review the flipcharts sheets and the distribution of the Post-it notes.
- Do we want to add anything extra?
Give a minute for people to think of anything else.

The next few sessions we will look at each of these areas in more detail. The goal is to help us better understand how to help children walk with Jesus and discover things we can do right now to encourage children and strengthen their relationship with God through Jesus.

CHALLENGE ACTIVITY (10 MINUTES)

In between our sessions we will work on projects which will help us to apply what we are learning to our own situation. The more we work on these, the more we will learn from our time together.

Look at the listening activity. Answer any questions people have. Reinforce that this is an important part of the what we are doing, and that people will report back on their findings when you meet again.

REFLECTION (10 MINUTES)

ACTIVITY

Write down one thing that got you thinking in this session.

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

1for50 Twelve Training

- Lesson 1: Jesus' Heart for Children

1for50 Family Training

- Lesson 1: Biblical Foundations

ReadySetGO Training

- Session 1: Children and Youth - Strategic Disciple Making

Session 2: Children



OUTCOME

Value children more highly and understand them better.

MAIN IDEAS

- God values children and so should we.
- Understanding them helps us to better help them walk with Jesus.

ADDITIONAL MATERIALS NEEDED

- One coin of a low value and one coin or note of a high value – whatever you are willing to give away.
- Pictures of children of different ages.

SESSION

GETTING TO KNOW YOU (5 MINUTES)

Go around the group and have each person say their name and something about them that starts with the first letter of their name. For example: my name is Fiona and I love football, or my name is David and I am a doctor.

REPORT BACK (10 MINUTES)

Share with the person next to you some of your discoveries as you interviewed some children. Write down on Post-it notes 2-3 things you thought were interesting or significant. (Give them five minutes to talk with each other.)

One person from each pair, share your 2-3 things and put the Post-it notes up on a flipchart sheet.

- Are there any common themes?
Group Post-it notes according to themes.
- What were the main things we discovered?
Summarise the results.

As you will remember, we are in the process of challenging ourselves to learn more about what it will take to see children everywhere walking with Jesus. Over the next five sessions, we are going to take one word at a time to look at in more detail (refer to diagram from Session 1). This week we will start by looking at CHILDREN.

WHAT WE VALUE (30 MINUTES)

ACTIVITY

Who would be willing to get up in front of the group and sing a traditional song or do a traditional dance (choose something appropriate in your context) in order to get this? (Show the smallest value coin.)

What if the reward was this? (Show larger value coin/note – whatever you are willing to give away!) Who would be willing to get up now and do this? (Let one person sing or dance and give them the note.)

We are willing to do more for something we value more.

- How do you think the value we put on children – or don't put on children – affects how we work with them?

For example: If we don't value them we won't think about them when planning activities or organising our building or home. We will see them as a nuisance to be taken care of rather than a gift to protect and develop.

Children are often not valued very highly in our societies and our churches. Often, they are valued much less than adults. We think they need to grow up first before they can really have a relationship with God. But how does God see children?

BIBLE EXPLORATION

We need to start by looking at how God views children.

Read the three points under 'Children are wonderfully complex' in the workbook and point out the Bible verses that support each one.

Divide into three teams, give each team one of the points and ask them to read the Bible verses and discuss the descriptions so that they can report back what they learn to the larger group.

When they report back, they need to do it without words – e.g. drama / actions / drawing.

- What impressions do you get from these reports?
God sees children as important, but also growing and developing.
- How would these understandings change the way we relate to children in our church / home / community etc.?

Answers will vary by situation but help them to see that we often do not see children, their worth and unique contributions they make, and thus do not value them as God does.

Complete reading the paragraphs in the workbooks – starting with "As we live with them..."

So often we don't value children because we think they are not important. The Bible is clear that they have immense value. Jesus took the time to pay attention to them. He understood children and worked with them on their level.

CHILDREN'S DEVELOPMENT (30 MINUTES)

DISCUSSION

Show some pictures of children of different ages (from your own context is best).

- What differences do you see in children as they grow?
Help them to look closely and think about what they are seeing.
- Read Luke 2:52. How do we see the children around us growing in these ways?
Jesus grew in wisdom (intellectually), stature (physically), favour with God (spiritually) and people (socially). Think of some ways we see these things in children.

Look at the chart on Age Differences. This has been put together to help people understand how children grow through the different ages. It is divided into three developmental stages – very young children, young school aged children, and older school aged children. Each child is different, but this chart gives us some general characteristics of which to be aware.

ACTIVITY

Divide the group into teams of 3-4 people. Assign each team a developmental stage (it is OK to have more than one team working on the same stage). Ask each team to discuss how they might teach their stage about loving others based on the story of the Good Samaritan. Give them 10 minutes and then discuss their ideas. There are not right and wrong answers – the idea is to just become aware of the differences.

As we work with children, we need to keep these differences in mind. This way we can help children understand things and do activities that reflect their current capabilities. This will help them to walk with Jesus in ways that are appropriate for their age and stage.

CHALLENGE ACTIVITY (10 MINUTES)

As we did last time, we have some work to do between the sessions. This time, you can choose one of a few different options. All will increase your understanding of the children around you.

Look together at the options in the workbook and give people time to choose what they are going to do either by themselves or with a partner.

REFLECTION (5 MINUTES)

Share with the person next to you one new idea or thought you had during this session. Write down one thing in your workbook that you want to put into practice this next week.

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

Thinking

- Evangelisation of Children
- There are no Unreached Children
- Child, Church and Mission
- Child and Childhood in the Bible

1for50 Twelve training

- Lesson 1: Jesus' Heart for Children
- Lesson 3: Characteristics of Children (also enrichment lessons)
- Lesson 6: Building Bridges of Outreach

1for50 Family Training

- Lesson 2: Today's Families
- Lesson 3: Understanding How Children Grow
- Lesson 7: Dealing with Outside Influences

ReadySetGO training

- Session 1: Children and Youth – Strategic Disciple Making

Session 3: Everywhere



OUTCOME

Explore the places where children live and identify possible ways of creating and sustaining an oasis: a place of safety and nurture for them.

MAIN IDEAS

- Children are deeply affected by their environment.
- We are responsible to create an 'oasis' for children that will help them to thrive.

ADDITIONAL MATERIALS NEEDED

- Map of local area – can be a very basic hand-drawn representation on a flipchart sheet

SESSION

REPORT BACK (10 MINUTES)

Let's share our findings from our Challenge Activities. Divide into three teams: those who were getting to know some children, those who were taking some pictures of safe and unsafe environments, and those who were doing some extra research on children. Give them 10 minutes to share with each other what they discovered. Then have them report back to the whole group in answer to this question:

- What did you learn about the environments in which children live? Did anything surprise you?

Arrange to collect these findings in a way that can be shared with everyone.

Last week we looked at CHILDREN. (Show the diagram from the first session.) This week we want to expand our understanding of children by looking at the EVERYWHERE's where we find children – their local environment.

THE LOCAL ENVIRONMENT (30 MINUTES)

ACTIVITY

We want to start out by thinking about where the children are in our community. I have a map of our community. Let's put on the map a small Post-it to show where we all live. (Put on small Post-it notes.)

Next, we need to think of where there are children around us. Write up suggestions on a flipchart sheet. Divide up the suggested areas and have people draw in some of the things in that environment that the children come in contact with and draw the children doing what they do there. When they are done, post the drawing on the map on the wall. If you have a way to print out some of the pictures they took, you could add these to the map as well.

DEBRIEF

Look through the pictures and ask:

- Which places are safe or unsafe for children? Why?
It may be that some places are both – for example: only some children are bullied at school or on the internet.
- Thinking about what we have learned in this activity and in the Challenge Activity, are there any essential things for life and growth that are unavailable for the children in our community? Or only available to some children?
Come up with a list of local needs.

CREATING AN OASIS (30 MINUTES)

BIBLE EXPLORATION

Create three teams and allocate each a scripture passage from the workbook and ask them to see what they say about our responsibility for children in unsafe environments. After about 10 minutes, bring them back together.

- How did these people respond to children in unsafe environments?
Parents' courage to create safe environment for their son, even though it was risky for them and for the child; advocacy for unsafe children; God's eyes are on children, and it is our responsibility to keep them safe.

We can't always totally remove children from unsafe environments, but we have the opportunity – indeed the responsibility – to create an “oasis”, a place of safety and nurture in the midst of a broken world.

DEFINITION OF OASIS

- A small area in a desert that has a supply of water and is able to support vegetation. An oasis forms when ground water lies close enough to the surface to form a spring or to be reached by the wells. (American Heritage Science Dictionary)
- A calm and pleasant place in the middle of somewhere busy and unpleasant. (Cambridge Learner's Dictionary)
- A place of peace and safety or happiness in the midst of trouble or difficulty. (Collins English Dictionary)

BRAINSTORM

Let's think about what this might look like in our community.

- What are the biggest needs we have discovered?
Review findings from the Challenge Activities so far.

- What would we need to do to create an ‘oasis’ for children where they can grow and thrive personally and in their relationship with God? In their families? In church or ministry?

Discuss this in pairs and then share with another pair, choosing one or two ideas and then share these with the whole group. Help people to think of some concrete ideas which they could put into practice.

PRAYER

Go back into their teams of four and spend some time praying about these needs and possibilities.

CHALLENGE ACTIVITY (15 MINUTES)

We want to do something really practical about these needs. What is one important step we could take before the next session that would make our family or church an ‘oasis’ for our own children and the children of our community?

Discuss and decide what the group will work on.

REFLECTION (5 MINUTES)

Share with the person next to you one new idea or thought you got from this session.

Write down one thing in your workbook that you want to put into practice this next week.

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

Thinking

- Mission with Children at Risk
- Brokenness to Wholeness—God’s Desire for Children
- Quito Call to Action for Children at Risk

1for50 Twelve Training

- Lesson 1: Jesus’ Heart for Children
- Lesson 2: Jesus and the Children’s Leader

1for50 Family Training

- Lesson 4: Understanding Parenting

ReadySetGO Training

- Session 8: Understand a Young Person’s World Programs and Curriculums
- Compassion Core Curriculum
- Qavah
- Community Health Evangelism

Session 4: Walking



OUTCOME

Understand that learning is a lifelong journey and explore some of the many different experiences and methods that facilitate learning.

MAIN IDEAS

- Learning is continuous – every life experience is a learning opportunity.
- Every child is unique in the way they learn best.

ADDITIONAL MATERIALS NEEDED

- Around the World game: Clues and prizes

SESSION

REPORT BACK AND OVERVIEW (15 MINUTES)

- What happened as we sought to create an 'oasis' for the children of our family or community?
- What kind of feedback did we receive?
- What did we learn?
- How do we need to continue this project?

Capture their thoughts on the whiteboard or flipchart sheet. Encourage them to write some thoughts in their workbooks.

So far, we've looked at CHILDREN EVERYWHERE. (Show the diagram from Session 1) This has given us a better understanding of the children with whom we work. Now we will look specifically at how we can introduce children to God and disciple them as His children. We'll start by looking at WALKING and see how they learn and grow in their knowledge of God and His ways so that they can walk in step with Him.

LEARNING IS A CONTINUOUS JOURNEY (25 MINUTES)

GAME

Round the World – Divide the group into teams of 2-3 people. This is played like treasure hunt game. You are given one clue that keeps leading you to another. The first team to find all the destinations in order is the winner. To set up:

- Think of 5-6 locations around the place where you will be meeting – these can all be inside the meeting venue, or could include places in the nearby neighbourhood but must not be very far away due to time constraints. It is best if the locations are out of sight from each other. Work out the order in which they teams will go to each location.

- Think of a clue for each location – something that will take a bit of thinking, but won't be too hard.
- Position the clues around the locations – each clue should point to the next location the team needs to go to.
- Divide the group into teams of 2-3 people. Give each team the clue to the first location.
- The teams work out the clue to the first location and go there. When they get there, they will find the clue to the next location. They continue on until they have collected and solved all the clues and end up at the final location.

DEBRIEF

When the teams have concluded the game, discuss these questions:

- Did you enjoy that challenge?
- What helped you accomplish the game? (For those who completed the exercise)
Working together, thinking creatively, watching others
- What difficulties did you encounter?
Didn't understand the clues, couldn't find the clues, got lost
- What lessons have you learnt from this game?
Possible points: We keep learning. The learning journey will sometimes have difficulties that you have to deal with. Some people read and interpret information faster than others depending on strengths. Some are quick in grasping while others may take time to reflect and react. We are often encouraged by other people's efforts.

DIFFERENT WAYS TO LEARN (40 MINUTES)

BIBLE EXPLORATION

Read Deuteronomy 6:6-9 in the whole group and then split into small teams to answer the question in the workbook. Ask participants to represent this passage in their own creative ways e.g. some may paraphrase it, some may create songs, rhymes, poems, art, handcrafts, colouring, photography, role play etc.

After 15 minutes, bring the teams back to share their presentations.

We need to realize that learning takes place in different ways and places. Some very simple things can be profound learning experiences. Learning can happen while walking, while lying down, at home, in church, in the neighbourhood, in nature or in the city. We just need to intentionally recognize the many situations that serve as opportunities for learning.

We also need to realise that different children learn in different ways. Many educators have studied this and we can learn from them. However, it is really very simple. The best way to help children learn is to get to know them and spend time with them. You will soon know how to help them learn. This is why families are so important. Children are in their families all the time. They are constantly learning in the home and parents have a powerful influence in their lives, for good and bad. They are often unaware of what their children are learning from them.

What are some other situations that you could make use of to enhance learning opportunities?

Encourage people to think of some really practical things that they could start doing right away in their everyday lives. For example:

- In a birthday celebration you can take the opportunity to teach them about sharing, or welcoming others.
- If a child stumbles and falls and they hurt and cry you can use the opportunity to teach them to appreciate that God protected them from breaking their bone, you can teach them to pray about their hurt and for others who may be hurting.
- When you visit a park and they see Gods creation, help them to explore creation using all their senses. Encourage them to see, hear, touch, taste and smell different things in nature.
- If a child is great with figures we can incorporate use of figures in our teaching such as thinking about how much food Jesus made to feed the 5,000.
- Songs can help children remember things – especially If they are poetic or musical
- If a child is a great reader, then give them great books to read.
- Those who like acting and are comical can be given opportunities to do role plays or demonstrations.
- Sports is an interest for many children, so use sports rules and principles to teach biblical life skills.

CHALLENGE ACTIVITY (5 MINUTES)

This time between sessions, your Challenge is to observe how children are learning in our homes and church activities. This might include formal education such as school and Sunday school lesson, or it may be informal learning such as listening to songs or helping at home or seeing how other people act. Watch closely! Children are learning all the time – that is their job! Are we doing a good job of making sure that what we are doing is effective and life-forming? What could we do to improve it? Note down your observations in your workbooks so that we can discuss them next time.

REFLECTION (5 MINUTES)

- What encouraged you in this session?
 - What challenged you most in this session?
- Write down your thoughts in your workbook.*

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

1for50 Twelve Training

- Lesson 5: Preparing to Teach Children
- Lesson 11: Engaging Families (also enrichment lessons)

1for50 Family Training

- Lesson 3: Understanding How Children Grow
- Lesson 6: Parenting so Children Flourish
- Lesson 9: Discipling Your Child
- Lesson 10: Family Worship
- Lesson 11: Helping Families Disciple their Children

Learn, Act, Teach Training

- Sessions 3-7: Teaching the Bible Story
- Sessions 8: Songs and Prayers

ReadySetGO Training

- Session 2: Learn Through Games
- Session 3, 4: How Children and Young People Learn
- Session 5: Many Ways to Teach Children
- Session 6: Teachable Moments
- Session 7: Gospel Tools for Children
- Session 10: Discipline – Encouraging and Correcting
- Session 11: Active Listening and Powerful Questions
- Session 13: Active Kids Discipling

Programs and Curriculum

- Max7 curriculum
- Compassion Core curriculum
- KidsHubs
- Global Community Games
- Whole Life Coaching

Session 5: With



OUTCOME

See the value of the relational aspects of discipleship and make them a high priority.

MAIN IDEAS

- Every child needs somebody to journey with them—this includes God, families and the Body of Christ.
- It takes time and effort to build meaningful, supportive relationships.

ADDITIONAL MATERIALS

- Chair lift: Solid wooden or metal chair
- Lost Sheep video (www.max7.org/en/resource/lostsheep) and way to show it

SESSION

REPORT BACK AND OVERVIEW (10 MINUTES)

- What did you discover as you observed how children learn?
- If you could make one suggestion on how the church could do a better job of helping children to learn about God, what would it be?

Record these ideas and talk briefly about how these could be implemented.

So far, we've have learnt more about children and begun to look at what is involved in their discipleship as we've looked at CHILDREN EVERYWHERE WALKING. This time we want to think about WITH – the relationships that are so essential helping children to be disciples of Jesus.

WE CAN'T DO IT ALONE! (5 MINUTES)

DEMONSTRATION

Chair lift – This shows that one person cannot lift a heavy object, but if we all work together, we can do something that seems impossible.

- Ask one person to sit in a chair and try to lift themselves and the chair off the ground (not using their feet/legs) for five seconds. Impossible.
- Now ask another to attempt lifting them and the chair by themselves. Very hard or impossible.
- Add three more volunteers to help lift. Then try with the whole group helping. They can even have fun using only two fingers per hand under the chair to lift.

God does not ask us to walk this journey alone. We can't do it! Every child needs someone to journey with him or her.

RELATIONSHIP WITH GOD (20 MINUTES)

VIDEO

A child's most important relationship is with God himself. One picture we have in the Bible of this relationship is of the shepherd and the sheep. Show Lost Sheep video.

- What do we learn about our relationship with God from this story?

The shepherd has a good relationship with the sheep, they know his voice, he knows when one is missing, he is always watching them and makes a lot of sacrifices to make sure they are ok, even risks his life with wild animals to keep them safe.

God is love and he actively seeks a relationship with us. We cannot be Christians without this relationship – it is the power that fuels our walk.

- What are some things that help our relationship with God and what are some things that hinder it?

Draw a line down the middle of the paper and write HELP and HINDER on the two sides. Have people write their thoughts down on Post-it notes then put them up on the Flipchart paper under the appropriate heading. Group similar Post-its. Write identifying titles on the paper to highlight the main things.

- What do these things look like for a child? What obstacles might they face? How can we help them?

For example: Need to have the Bible read to them when young and then taught how to have a regular time with God for themselves. Busy family life can help or hinder – what are some positive practices that we could encourage and how can we make sure we're not too busy to spend time with God? They need help to overcome negative peer pressure – teach them how to make good choices in line with God's Word.

RELATIONSHIPS WITH OTHERS (40 MINUTES)

God also knows that we need relationships with other people. That is why he places us in families and in the Body of Christ.

MIND MAP

Write your name in the middle of the box. Draw lines out to the names other people who have been or are now influential in your life. Think of people in your family, church, school, work and sporting teams for example. Put a check beside those who have strengthened your walk with God and a cross next to the ones that have weakened it.

Form teams of three and share about one or two of the relationships in the Mind Map that have influenced (good or bad) their relationship with God.

Last session we read an important Bible passage that talks about how children learn about God and living for Him. Read: Deuteronomy 6:6-9. This journey starts at home. A child's family is the first and most influential in the life of the child. Children learn to walk with Jesus modelled by the parents and or others in the home. When parents are absent, or the family is not a positive environment, other people need to step into this role. This passage was read to the whole community of the Israelites with the understanding that everyone in the community was responsible to help the children to learn about God. These relationships are often modelled in the Bible.

BIBLE EXPLORATION

In their teams of three, look at the passages listed in the workbook and answer the question there.

From these examples, we can see how God works through these important relationships. What do we see in our own church situation?

- How do we make time and space for people at church – across the generations and cultures – to get to know each other and be a part of each other's lives?

Encourage them to find positive examples that can be built on.

- What challenges do we face and how might we overcome them?

Try to make these answers as concrete as possible. What could be done this week?

CHALLENGE ACTIVITIES (5 MINUTES)

Read the options in the workbook and give people a moment to choose which one they will do.

REVIEW (10 MINUTES)

In your workbook, write down one new thought you had this session.

In your teams of three, spend some time praying for each other and your relationships with children.

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

Thinking

- Brokenness to Wholeness: God's Desire for Children

1for50 Twelve Training

- Lesson 4: Building Relationships with Children (also enrichment lessons)
- Lesson 9: Helping Children Grow as Disciples
- Lesson 12: Building the Kingdom Together

1for50 Family Training

- Lesson 5: Communicating with Children
- Lesson 6: Parenting so Children Flourish
- Lesson 12: Family Ministry in the Church

Learn, Act, Teach Training

- Session 1: Showing Love
- Session 2: Playing Games

ReadySetGO Training

- Session 9: Relational Leadership
- Session 13: Active Kids Discipling

Programs and Curriculums

- KidsHubs
- Whole Life Coaching/Ubabalo

Session 6: Jesus



OUTCOME

Understand that as a child walks with Jesus, they become more like Him and are His hands and feet in their world.

MAIN IDEAS

- As we journey as Christians, we become more like Jesus.
- God is able to use children in His mission but they need our help to enable them to serve.

ADDITIONAL MATERIALS

- Voice of a Child video (www.max7.org/en/resource/voiceofachildmission) and a way to show it.

SESSION

REPORT BACK (10 MINUTES)

Find someone you haven't worked with yet and share with each other what you did for the Challenge Activity and what you learned. Try to find someone who did something different from you. (Give them about five minutes to share with each other.)

- What were some of the things we learned?

Give time for 2-3 people to share briefly.

We have been looking at what we need to do to help children walk with Jesus. The first couple of sessions we were seeking to understand children and their environment better. The last two sessions have focused more on helping children to grow as Christians. Today we are going to look at the results of this – in the lives of the children themselves and in how they are then able to contribute to the Body of Christ and influence their world.

BECOMING LIKE JESUS (20 MINUTES)

ACTIVITY

Get back into the pairs they were sharing in at the beginning.

- Pairs stand facing each other. They practice copying each other's actions – mirroring each other. Have them move like different animals.
- Choose a pair. Separate them and have someone sit in between the two, facing one of the pair. The member of the pair who is behind the seated person starts moving like an animal. The other member of the pair mirrors the actions. The seated person has to guess which animal is being acted out.

DEBRIEF

Discuss the following questions:

- How did the seated person know what the person behind them was doing when they couldn't see them?

The seated person knew because the person in front was reflecting what the person behind was doing.

- How is this like the way we represent God to those in our community?

We are transformed into his image (2 Corinthians 3:18). We follow His example (Ephesians 5:1,2). Others will see God in us (1 Peter 2:12).

- What is our power source for this?

Christ living in us (Philippians 4:13; Colossians 2:6,7; 2 Corinthians 4:7-10).

We often think that only exceptional and mature people can reflect God. That only exceptional and mature people can give Him glory and serve Him. But is this what the Bible says?

GOD CAN WORK THROUGH CHILDREN (25 MINUTES)

DRAMA

Involve the whole group in acting out the passage Matthew 21:6-16 by narrating it and including different people: Jesus and donkey; temple sellers; crowd including children; blind and lame; religious leaders. Encourage them to repeat the lines after you, for example the crowd all says "Hosanna to the son of David" etc.

After you have acted out the passage, ask the people playing the different 'characters' these questions.

- Religious leaders, what is your attitude towards the shouting children? Why do you feel this way?

They are bringing disturbance into the Temple. They are blaspheming, claiming Jesus is the Messiah. Their exuberant praise for God and Jesus is shaming the religious leaders who do not agree that Jesus is the Messiah. Children telling adults.

- Children: What do you think about Jesus? Who is He? How do you feel about Him?

He is the Messiah – we are using the biblical name that means that. We know He is someone special – God's chosen one.

- Jesus: What do you think about what the children did?

Encouraged it, rebuked the religious leaders.

Generally, we are influenced by and listen to those people we think are important. But the pattern in the Bible shows God using those who are weak to achieve His purposes.

BIBLE EXPLORATION

Give teams of 3-5 a different set of verses to look at and answer the question in the workbook. After 10 minutes, have each team report back on their findings.

- What are the main ideas we see in these verses?

Although we as human beings are weak and small compared to God, He chooses to use us. By using the weak and small (all of us – both young and old and in between, all different types and levels of skill) God's greatness and glory is revealed. He uses the weak to confound the wise.

We know that children do not have all the answers. They are people 'unfolding', often weak and powerless. But God can use them powerfully.

WE NEED TO ENABLE CHILDREN TO SERVE (25 MINUTES)

They want to be used! When they catch a full picture of who God is and His love for us, they can't be quiet about it!

VIDEO

Watch Voice of a Child. Allow people to share their reflections on what they have seen. If possible, share some stories of children transforming those around them as a natural result of their growing relationship with Jesus.

Children may be weak but God can and will use them. However, they need our help. We can help them by equipping them to serve, giving them appropriate opportunities and encouraging them as they try new things.

BRAINSTORM

Divide a flipchart page into three columns – Equip, Opportunity, Encourage. People pair up and write on Post-it notes as many ideas as possible for the three columns. Group answers and find common ideas.

- What do you think are the two or three most important things for us to be doing for children to free them to serve God in our families and churches?

This will be different in every situation. Make sure the ideas are practical and doable in your situation.

- Describe how children are serving or not in our own families and churches.

Ensure people come up with both positives and negatives.

- What would it take to make things better?

Try to keep the discussion to short-term, realistic actions. These are more likely to actually happen than big grandiose plans. The Challenge Activity is one possibility.

CHALLENGE ACTIVITY (10 MINUTES)

PLAN

The activity this time is to ask a group of children how they would like to participate in God's mission. Create a list of possibilities with them and help them to choose something they will do. Support the children as they work out their plan. If possible, take some pictures to show this group!

CAUTIONS OF WORKING WITH CHILDREN

- Adults and teens should never be alone with a child when not in public view.
- Seek parental permission for what the children want to do – even better, invite the parents to be involved!
- Don't pressure children to do something they are not comfortable with.
- This is about sharing God's love with others, not about 'performing'. The children will take their cue from you and how you approach this project. Even if things don't turn out as planned, they will learn much and have an impact for the God's kingdom.

REVIEW (5 MINUTES)

When we show them by example and allow them to participate in taking the whole gospel to the whole community, it becomes the gospel by the whole church, where children play an active role. Write down one thing that has impacted you the most and one thing you will do as a result.

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

Thinking

- Brokenness to Wholeness: God's Desire for Children
- Evangelisation of Children
- Quito Call to Action for Children At Risk
- Children, Church and Mission
- Children-at-Risk as Co-Agents of Mission
- Aim Lower (video)
- TODAY (video)

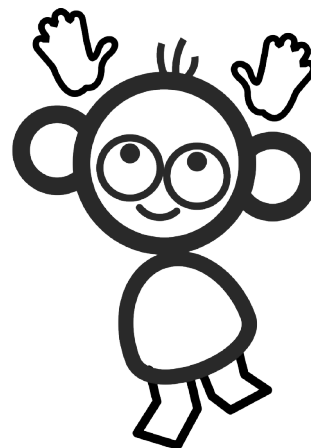
1for50 Twelve Training

- Lesson 13: Partnering with Children

Programs and Curriculum

- KidsHubs
- Community Health Evangelism
- Best Secret Ever cards
- Children's Forums

Session 7: Next Steps



OUTCOME

Explore the next steps and ways to work together to accomplish more.

MAIN IDEAS

- We can do more together than alone.
- What is next for our situation?

ADDITIONAL MATERIALS

- Robot race: Chair and object

SESSION

REPORT BACK AND OVERVIEW (15 MINUTES)

Our Challenge Activity this time was to work with a group of children on a project. Each team now has five minutes to report back to the group based on the questions in the workbook.

- As we look at all these projects, is there anything that we can learn about involving children in ministry?

These may be positive (what children can do) and negative (things to be careful about because of their vulnerability, immaturity and inexperience).

We have now looked at all five areas that go into helping children everywhere walk with Jesus. It is a big task! We can't do it on our own.

WORKING TOGETHER (45 MINUTES)

DEMONSTRATION

Robot Game – people must work together on a task – each with different limitations and different abilities.

- Choose three people (preferably of different ages and genders). There are three roles: the robot (the finder), the see-er, and the caller.
- The robot is blindfolded. His job is to listen to directions that the caller gives him to find the object that the facilitator places somewhere in front of him.
- The caller sits on the chair facing the opposite direction to the robot. His job is to give directions to the robot. But he cannot see the object. He relies on looking at the see-er to tell him what to say.
- The see-er can see the robot and the object but he cannot speak. The see-er has to communicate instructions to the caller who can then give spoken instruction to guide the robot to the object. He can use actions but no sounds.

DEBRIEF

Ask the following questions:

- What kind of qualities did the members in the team need in order to locate the object?
Good communication and listening / watching, patience, cooperation
- Do you find anyone among the three to be the most important in the group? Why?
None were more important. Without all of them, they didn't have all the abilities and insights needed.

BIBLE EXPLORATION

Divide into pairs to read the verses in the workbook and write down some key thoughts on Post-it notes. After 10 minutes, each pair shares their ideas with another pair and combines similar ideas. Finally have the teams of four put their Post-its on a Flipchart sheet and share their ideas with the whole group. Group any similar ideas.

- What do you think are the main reasons that God calls us to work together?

He has given us different abilities, we are called to reflect His character in how we love each other, we need the support from each other.

BRAINSTORM

On another flipchart sheet, collect the following answers:

- Who is involved in the lives of our children?
Don't just think of those in the church or even the Christian community. Include educational, medical, sporting and government groups and any others you can think of.
- How could we work together to accomplish more?
If possible, tell a story of positive community involvement. On a flipchart sheet, write down some ideas that would work in the local context. Examples:
 - *Several churches working together to run a holiday club for children.*
 - *Older people and younger people working together on a project in the church.*
 - *Families working together to influence a neighbourhood.*
 - *Parents and other church people working in the local schools by helping in the classroom, providing services to the school and teaching religious education. The school could provide facilities for church activities.*

As we work together across the community, we improve the environment and opportunities for our own children but also spread the love of God into the community and have a positive influence on many children's lives. Every person and group bring unique expertise to the project. We can do so much more when we work together.

REVIEW AND PLANS FOR THE FUTURE (30 MINUTES)

DISCUSSION

Give people a few minutes to look through their Workbook and review what they have explored in the Children Everywhere Challenge.

- What things have stood out to you as we have gone through these sessions? What has been new? What has surprised you? What has challenged you?
Try to get everyone to share at least one thing.
- What would you like to pursue further?
 - *Start by praying to ask God for guidance.*
 - *People write 1-3 ideas on Post-it notes. For example, the need for further research, training or resources; a project to work on – either personally or as a group or church; new possibilities to explore further. Give them about 3-5 minutes to work on this.*
 - *Put the ideas up on a flipchart sheet and group similar ideas. Does anything stand out? What is God saying about what needs to happen next? The goal of these sessions is that God will use them to change people's attitudes and actions towards children. What this will look like for each situation will be different. Don't rush this time. Allow God to guide the discussion and any decisions made.*

Through these sessions, we have been taking time to think about 'Children everywhere walking with Jesus'. What it means for them and what it will take for God's people to help them on this journey. Let's commit together to follow through on our decisions and make a difference in our families, in our church and in our community.

Take time to pray together for the children, for the church and for each other.

TOOLBOX RESOURCES TO HELP YOU GO DEEPER

Thinking

- Aim Lower video
- TODAY video

1for50 Twelve Training

- Lesson 12: Building the Kingdom Together

Viva – Together for Children network training

Programs and Curriculums

- Community Health Evangelism
- Family Conversations

Resources Toolbox

The Resources Toolbox is a collection of excellent resources that are freely available for use in your ministry with children. It includes some of the best thinking, training, curriculum and programs developed by organisations and individuals from around the world. Feel free to use, adapt and share these resources as needed. The manual for the Children Everywhere Challenge for small groups refers to specific resources at the end of each session.

All these materials are currently available in English on the Children Everywhere website (www.childreneverywhere.com). Some of them are available in other languages on their home sites as indicated at the end of each description. Our goal is to eventually make them available in more languages on the Children Everywhere website. If you would like to help make this a reality, please let us know!

THINKING

CHILDREN EVERYWHERE CHALLENGE – FOR SMALL GROUPS

Seven sessions that challenge us to explore our own context, stretch our thinking, and discover new possibilities so that in our community, we will see children everywhere walking with Jesus. www.max7.org/en/resource/CEchallengechurches

EVANGELIZATION OF CHILDREN

Lausanne Occasional Paper produced by the Issue Group on this topic at the 2004 Forum for World Evangelization hosted by the Lausanne Committee for World Evangelization in Pattaya, Thailand, September 29 to October 5, 2004. (A new document will be published by the end of 2018). www.lausanne.org/content/lop/lop-47

NO UNREACHED CHILDREN

This discusses the realities and needs of children's ministry and looks at several current strategies being utilized around the globe. A Lausanne Discussion paper written for the Third Lausanne Congress on World Evangelism held in Cape Town in October 2010. www.lausanne.org/content/there-are-no-unreached-children

BIG VISION, SIMPLE IDEAS

This paper takes a look at some simple ways to start completing the big vision of reaching the world's children. www.max7.org/en/resource/bigvision

QUITO CALL TO ACTION FOR CHILDREN AT RISK

This calls the Church to take children in mission seriously, respecting their important roles in the Kingdom. www.lausanne.org/content/statement/quito-call-to-action-on-children-at-risk

MISSION WITH CHILDREN AT RISK

This Lausanne Occasional Paper is a product of the Lausanne Consultation on Children at Risk, which was convened from 17–19 November 2014 in Quito, Ecuador.

www.lausanne.org/content/lop/mission-children-risk-lop-66

CHILDREN-AT-RISK AS CO-AGENTS OF MISSION

Call for the global church to develop collaborative plans emphasizing and acting on mission to, for, and with children-at-risk. www.lausanne.org/content/lga/2017-09/children-risk-co-agents-mission

BROKENNESS TO WHOLENESS

This is collection of articles and diagrams which have come out of our exploration of the meaning of biblical shalom and human flourishing and our responsibilities to help children know the wholeness which is God's desire for them. www.max7.org/en/resource/brokennesstowholeness

CHILD, CHURCH AND MISSION

This book was designed to help churches and seminary students reach, equip, and empower children so that they can maximize their transformational impact for many generations. From a biblical perspective, it provides an overview of the child, poverty, and holistic child development, and thoughts on the relationships between holistic child development and the ministries of the church. www.forchildren.com/discover/church/child-church-and-mission

CHILD AND CHILDHOOD IN THE BIBLE

This is a workbook that enables students to explore many aspects of ministry to children, including ways to teach them, parental responsibilities, and theological issues related to children. Each chapter introduces you to statements in Scripture about children, gives you key insights on the topic of that chapter, and asks you reflection questions that encourage you to think of the implications of the issues of the chapter. www.forchildren.com/discover/child/children-and-childhood-in-the-bible

CHILDREN AND FAMILIES IN THE BIBLE

The purpose of this series is to help learners dig deep into the Word to see what it says about children and childhood. But more importantly, this series seeks to create understanding of the worth and significance of children and their role in pointing to and illustrating Christ's "upside down" Kingdom. The six booklets included in this series hold hundreds of verses relating to the child. Moreover, these studies show that children play a significant role in the unfolding of the message of the Bible—that God loves and protects them; that they are extremely perceptive in understanding the things of God; and that God often deploys them as His messengers and models. www.forchildren.com/discover/child/children-and-families-in-the-bible

EXPLAINED.TV

Animations, interviews and conference talks from the 4/14 Window Movement in many languages. www.youtube.com/channel/UCHZ2I5aBAOX9Dr1cQb33cNw

AIM LOWER VIDEO

A short animated video to help churches, leaders and organizations communicate why it is vital to focus on children. Ideas are presented to radically change our perspective on working together in partnership for the sake of children. www.max7.org/en/resource/aimlower

TODAY VIDEO

Children have always been a part of God's plan. God is doing some amazing things in ministry with children. Will you join in with what He is doing - TODAY? This is suitable for ministry leaders, congregations and trainers. www.max7.org/en/resource/TODAY

REACHING EVERY CHILD VIDEO

The message of reaching every child in the world with the Gospel, is presented here in two parts. Together, the videos outline some of the information noted on the Pattaya Scale - an idea that came from the Lausanne Forum - Children's Issue group. It is useful to think through what it means to work with children and also the whole path of a child to Jesus - from being completely unaware of Jesus to participating in the work of Jesus in the world as a follower. These videos are most suitable to show to leaders of churches and ministries to children and families.

www.max7.org/en/resource/ReachEveryChild1

VOICE OF A CHILD

Children want to share the message of God's saving love, but do we allow them to do it? Are we helping them or hindering them? This looks at these questions from the perspective of a child.

www.max7.org/en/resource/voiceofachildmission

TRAINING



1FOR50 TWELVE TRAINING

Creative and interactive 1for50 core training curriculum. Covers at a basic level the six elements essential to the 1for50 vision. Includes instructor's guides and participant notes.

www.1for50share.net/filecat/training-curriculum/

FAMILY AND PARENTING TRAINING

This 13-lesson training module seeks to equip parents for the task of raising their children as disciples of Jesus and helping them grow to their full potential. Includes instructor's guides and participant notes. www.1for50share.net/media/family-and-parenting-training-module/

LEARN, ACT, TEACH

A 10-week course to increase your skills in relating to children, telling Bible stories and using games, songs and prayer. This is designed to be used in small groups and involves practicing skills learned. www.max7.org/en/resource/learnactteach

CHILDREN AND YOUTH: SPORTS AND COMMUNITY ENGAGEMENT

This Children and Youth kit is an age-specific extract of training materials from the ReadySetGO multiplication strategy. Use these training sessions to equip your leaders to empower children and youth to become disciple-making Disciples. This is done through understanding them, empowering them, and providing easily multipliable strategic programs for child, youth and community engagement. www.readysetgo.ec

CAPACITY BUILDING KITS

These manuals are a collection of ideas, skills and process sourced from around the world. Each of these manuals is written and shared to increase capacity in an area of disciple-making. These include resource production, editing, creativity, physical movement, oral preference learning, and many more. www.max7.org/en/library/capacitybuildingkits

TOGETHER FOR CHILDREN NETWORK TRAINING

Only through working together can we hope to create cities, and maybe one day even whole countries, where children are given the protection, care and respect that God intends for them to have. This is a model for working together that has transformed the lives of hundreds of thousands of children. <http://learn.viva.org/>

DOING



TEACHING CURRICULUM AND VIDEOS

BIBLEMAX LESSONS

First Steps (3-6 years): These lessons are designed to introduce the children to the basic concepts of who God is, who they are, God's love for them and how they can have a relationship with him. They seek to help you provide a loving environment for young children and teach them the way they learn best. www.max7.org/en/library/FirstSteps

7ways (7-12 years): This includes a Leaders Training Guide to help you plan greater variety in your lessons and to teach to your children's learning strengths. The lessons are planned to connect to each other in a set, and each unit can be done in order or out of order according to your children's ministry's needs. Lessons are written to use minimal resources. Each set is a group of five lessons. www.max7.org/en/library/BibleMAX

BIBLE VIDEOS

This is a collection of videos which are available on the Max7 website. They introduce children to the stories of the Bible and to Jesus. They are free to download and use in any setting. www.max7.org/en/library/cartoonsanimated

HOLISTIC CURRICULUM

Holistic child development (HCD) is a method of teaching and shaping children with respect to all aspects of the person – their body, their mind, their heart, and their soul. All parts of a person are intimately connected and cannot be understood as separate entities. What we learn as children shapes who we become as adults; this is why holistic child development sets children up to be well-balanced, mature adults, not lacking in anything (James 1:4). This holistic child development curriculum focuses on four areas: spiritual, physical, cognitive, and socio-emotional.

www.forchildren.com/link-core-curriculum/

TODAY FOR TOMORROW

This curriculum was written in Zimbabwe and South Africa to meet the needs of children growing up in communities ravaged by HIV-AIDS. These children need a very open and honest discussion of sexuality. Therefore, in these lessons you will find discussion (with illustrations) of our bodies and the male and female sexual organs. Sexual intercourse and other sexual practices are explained. Abstinence is the primary method of protection promoted, but condoms are also mentioned. Many of the concepts presented, such as developing self-worth and personal character and standing together for what is right, are also very helpful in preparing children to face other societal pressures.

www.sim.org.za/wp-index.php/project/today-for-tomorrow

17 STORIES

A series of stories which share the big story of salvation from creation to the cross. Includes take-home pictures for the children which all fit together to make one large picture of the Gospel. Suited to all children, but especially produced for children with low literacy skills. Lots of memorisation, movement and storytelling. Suitable for low / no literacy of all ages. www.onehope.net

BEST SECRET EVER CARDS

These are a method of teaching children to reach their friends for Christ using a set of illustrated cards. The 14 cards help a leader share the gospel with children. The children are then able to share the cards and their message with their friends and family. A Trainers booklet is also provided to help leaders equip children to use the cards. These resources have been formatted for sharing on smartphones / mobile phones. www.max7.org/en/resource/bestsecretevercardsmobile

DISCIPLESHIP PROGRAMS

KIDSHUBS

KidsHubs is a global disciple-making strategy. It is a way that leaders can pass on a Godly way of living in a small group around a particular interest. KidsHubs is about discipling, mentoring and building relationships with children through teaching them relevant and purposeful skills; growing their faith by pointing them to discover Jesus through the Bible; leaders and children authentically sharing their lives with each other and encouraging a sense of belonging to a faith community.

www.kidshubs.com

KidsHubsTV are shows and videos about children and their leaders who learn fun skills, explore the Bible, and follow Jesus together. The KidsHubTV website features a variety of Bible and skill videos that are featured on the television show all around the world. www.kidshubstv.com

KIDSGAMES

KidsGames is a sports and games program for children aged 6-14 years. KidsGames shares positive life values. It harnesses the power of sport to build relationship bridges and grow healthy, active children. It helps children learn important messages about life and gives them opportunities to develop compassion and community spirit. <http://www.kidsgames.com/en/gameshome.aspx>

UBABALO

Ubabalo (meaning 'grace' in Xhosa) began in South Africa to address the challenge of fatherlessness in Africa. The Ubabalo coach uses sport as a microcosm of life to instil sound life values during regular coaching sessions on the sports field. It enables the coach to be an effective role model/father-figure/mentor in the player's life. The coach is thus able to make effective use of the teachable moments during the sport training session to impact the players' lives in all areas of life, thus becoming a 'whole life coach'. Each sport skill is linked with a corresponding Biblical value which is taught as part of the bi-weekly / tri-weekly sports training. The values operate as open doors to Bible-based discipleship. www.ubabalo.max7.org/en

GLOBAL YOUNG PEOPLE'S FORUMS

The goal of these forums is provide a space for children and young people to share their ideas and have their voices heard on how they could grow in their relationship with Jesus and share Him with their peers.

They also seek to connect groups of children and young people to their peers both locally and globally via online link ups.

CHILDREN AT RISK PROGRAMS

QAVAH

Qavah is a Hebrew word which means “binding together, eagerly waiting, hoping for and expecting.” This term captures a sense of optimism and hope, along with the idea of working together, which is essential for positive, lasting change to take place. Qavah is a series of resources for local churches, which seeks to build their capacity to work with and respond to community needs. It consists of one guide, eight briefing papers, six manuals, and supporting resources. www.forchildren.com/discover/church/qavah

COMMUNITY HEALTH EVANGELISM

Community Health Evangelism is a holistic ministry strategy that seamlessly integrates evangelism, discipleship, and church planting with community health and development. CHE is a Christ-centered educational program that equips communities to identify issues and mobilize resources to achieve positive, sustainable change. CHE for children seeks to engage children in this process, teaching them new skills and building their ability to recognise and solve problems. The resources in the Toolbox include some introductory sessions with more resources available online. www.chenetwork.org/

FAMILY PROGRAMS

FAMILY CONVERSATIONS

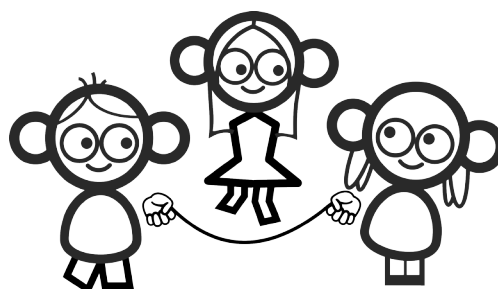
We believe that the answers to the challenges confronting families today are found within the people of each country. We are working to see gatherings of people within similar cultural and language contexts which produce country-wide initiatives that help strengthen families. The country conversation pack will give you all the materials you need to run a conversation in your country. www.letstalkfamily.org/hold-a-conversation

7WAYS FOR FAMILIES

This guide can be used by families of all types who want to explore their Christian faith together in everyday activities. There are 77 different ideas from praying, chatting, worshipping and serving to ideas for young children and teens. www.max7.org/en/resource/7waysfamilies

WORLDWIDE DAY OF CHILDREN PRAYING FOR THEIR FAMILIES

This activity is designed to help children value God’s original design of a loving family and to take an active role in strengthening families in their communities and beyond.

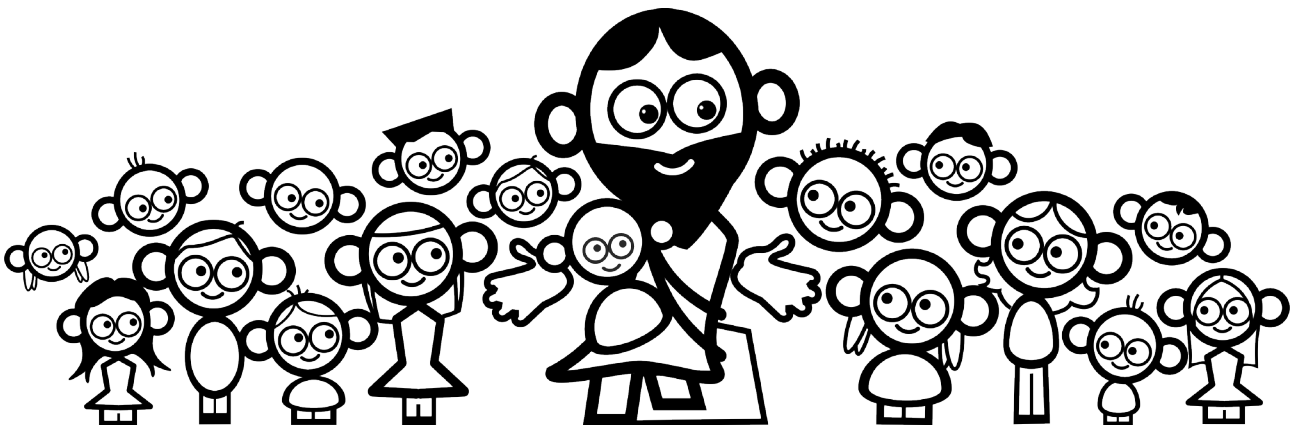


Notes

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Let the children come to me



children

seeing them through God's eyes



everywhere

entering their world



walking

growing on the journey



with

thriving through relationships



Jesus

bringing Jesus to others

