

ORIENTATION II

LEADING A CHILD TO CHRIST

*"Even so it is not the will of your Father which is in heaven, that one of these **little ones** should perish."* Matthew 18:14

*"Suffer the **little children** to come unto me, and forbid them not; for of such is the kingdom of God."* Mark 10:14

Leading a child to Christ takes yieldedness, tact, and knowledge on the part of the soul winner. Yielding to the Holy Spirit can and will produce tact, but only study of the Bible and methods will give the necessary knowledge. Some helps are given here that will encourage you and help you to lead the little ones to Him.

1. Explain the LOVE OF GOD.

"The Lord Jesus Christ loves me." John 3:16
Romans 5:8

2. Explain the FACT and CONSEQUENCE OF SIN.

"I have sinned."

1. The fact of sin. Romans 3:23; James 4:17
2. The result of sin. Romans 6:23; John 8:24
3. Explain that **CHRIST DIED FOR HIS SIN.**

"Christ died for me." 1 Cor. 15:3,4;

Romans 5:6-8; Isaiah 53:6; 1 John 1:7

4. Explain that he must **PERSONALLY ACCEPT CHRIST** as Saviour,

"I receive Him." John 1:12; Revelation 3:20

5. Explain the **ASSURANCE OF SALVATION** from the **WORD of GOD.**

"I am saved." John 3:36; 1 John 5:11,13;
John 5:24; Hebrews 13:5b

NOW INSTRUCT FOR GROWTH

- ✓ Read the Bible. (I let God speak to me.)
- ✓ Pray every day. (I speak to God regularly.)
- ✓ Tell other people about the Lord Jesus Christ.
- ✓ Attend a Sunday School and Church where the Bible is taught.

SEVEN "DO'S" FOR THE SOUL-WINNER

1. Do be sure to pray both for yourself and the one with whom you are to deal .
2. Do be sure to use your open **BIBLE.**
3. Do be sure that you clearly and simply give the **GOSPEL.**
4. Do be sure to look for and expect the **HOLY SPIRIT** to work.
5. Do be sure to take nothing for granted.
6. Do be sure to stay with the issue of receiving **CHRIST** as **PERSONAL SAVIOUR.**
7. Do be as sure as possible that the person has understood from the **SCRIPTURES** what they have done in receiving Christ.

THE CHILDREN'S BIBLE LESSON

DEFINITION

A Bible lesson is a connected series of facts which emphasizes one main aim or teaching point for the Christian child. It will include the plan of salvation, personal applications and an invitation to receive Christ.

Gospel message includes:

- 1. Love of God**
- 2. Christ, the Son of God**
- 3. Sin**
- 4. Blood of Christ**
- 5. Risen Saviour**
- 6. Gift of God (must be received)**

PERSONAL APPLICATION

Personal application for the unsaved child always explains the "sin" issue with a Scripture verse and an example or illustration. (personal application does not include the remainder of the Gospel message.)

MAIN THRUST

Main thrust is the aim, goal, or teaching point which you want to stress for the Christian child.

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PERSONAL APPLICATION (SAVED)

Personal application for the saved child is a simple illustration or example, pertaining to his daily life and surroundings, which makes the main thrust clear to a little child.

PREPARING THE LESSON

A. Pray John 15:16,17

B. Study

Read Scripture (keep in mind that you need a main thrust and 6 Gospel points)

C. Organize Material

1. Beginning

- a. Best place to win your audience and worst place to lose them.
- b. Must be brief, promising, alive. e.g. questions, illustrations, exciting portions, direct approach.

2. Progression of events.

Main points of the story arranged in smooth sequence.

3. Climax

The high point which completes the action of the story.

4. Ending

Final challenge for the Christian child and an invitation for the unsaved child.

The invitation must be:

- a. clear - use Scripture verse.
- b. brief
- c. personal - "YOU"
- d. voluntary - "If you know that you have sin in your life and you want to....."
- e. definite - make clear the response you want them to give you now.

CONTINUITY IN LESSON

1. Practice the beginning aloud again and again.
2. Practice placing the figures as you give the lesson. (if using flannel board)
3. Time yourself.

4. Use your Bible-mark verses to be used. (not long passages)
5. Keep high point of the story for the climax. Build smoothly toward it.
6. Check to be sure you have included all Gospel points and personal applications for the Christian and unsaved child.
7. Give the invitation in practice time just as though you were talking to the children.
8. Give your lesson in your own words. NEVER MEMORIZE OR READ IT.

PLACEMENT OF FIGURES

1. Place central figure off center of board.
2. Place large figures toward bottom of board.
3. Place figures which are talking to each other so their eyes can meet.
4. Place figures from the side of the board. (You stand to the side)
5. Look at your scene from the back of the room.
6. If you drop a figure, keep talking while you pick it up. (review or repeat something you have said)

THE OUTLINE

I. LESSON OUTLINE OR BODY

- A. An outline should include the general** divisions or different scenes found in a particular lesson or story. Under each division or scene will be minor points and illustrations to emphasize and explain the main point. (or thrust, aim)
- B. Facts should be listed in the order of their** importance under the topic or division to which they are related.
- C. The body should consist of successive events** leading up to the climax. These events should be thought of as scenes.
- D. Pre-arrange the climax so that it comes in** the concluding minutes.

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E Try not to deviate from your outline but keep the main points in mind throughout the teaching.

II. PREPARING THE LESSON

Introduction: Importance of preparation; ministering to immortal souls; fulfilling a God ordained position.

A. When Should You Prepare?

1. *Prepare early.*
 - a. Start preparing Sunday afternoon.
 - b. Study a little bit each day until the lesson becomes part of you.

B. How Should You Prepare?

1. *Prepare yourself spiritually through prayer and Bible study.*
2. *Read Scripture lesson passages at least 10 times. Write down the outstanding facts that come to your attention. Ask yourself these questions.*
 - a. Who are the characters?
 - b. What happened?
 - c. Where did it happen?
 - d. When did it happen?
3. *Read the Scripture lesson with a list of the pupils in hand.*
4. *Read carefully the lesson material provided by the church.*
5. *Prepare your own outline. (Make a lesson plan.)*
6. *Prepare all of the materials you will need.*
7. *Prepare and organize your class time.*
 - a. Plan each step of the lesson.
 - b. Practice telling the story. (Hold your Bible and use visual aids.)
 - c. Learn your memory verse before teaching it in class.
 - d. Plan a definite closing.
8. *Go over the lesson again on Sunday morning. Allow yourself 5 to 15 minutes each Sunday morning to reread the outline and review the entire Lesson.*

C. Preparing the Lesson Plan Sheet.

1. *Lesson Title:*
2. *Scripture for the Lesson:*
3. *Memory Verse:*

4. Lesson Aims:

- What I want my pupils to know.*
- What I want my pupils to feel.*
- What I want my pupils to do.*

MUSIC

I. WHY HAVE A SONG TIME?

A. To gain attention.

Children cannot talk and sing. Music captures their mind and holds it on the subject of your choice.

B. To remove excess "wiggles".

Rousing action songs give the small child a chance to use his muscles and move about in an acceptable way before he must settle down and listen.

C. For fun.

Children like to sing. A good song time will draw the unsaved and uninterested into your class. Children who might not ever come for the lesson alone. Sometimes just the noise will bring them in.

D. To learn.

Music makes learning easier. Sing the memory verse; sing the books of the Bible; sing the names of the disciples. While the class is having a good time singing, they are learning.

E. To prepare for the Bible Story.

Carefully chosen songs, using the theme (aim) of the lesson as much as possible should be sung before the story to prepare minds and hearts. Quiet songs will also calm down the excited child who mentally and physically is still "in the Lord's army."

II. HOW TO HAVE A SONG TIME.

A. Choose songs that fit the aim of the lesson.

B. Prepare any needed visuals.

C. Arrange the songs so the action songs are first and the theme (aim) songs are last.

D. Give the pitch before starting and sing loudly and clearly.

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E. Allow those who are sitting quietly or were on time to choose a song or help you with visuals or lead the action songs.

F. Solos, duets, trios, etc. can sometimes be used for fun and as a reward for good behavior, coming on time, bringing visitors, etc.

III. HOW TO PREPARE YOURSELF FOR SONG TIME.

A. Learn all songs well.

If you are not really sure of a song, don't use it until you are.

B. Practice action songs in front of a large mirror.

Look at your face - do you look like you are in pain? Notice all body movements, are they clear, awkward, unnecessary?

C. Practice with the visual.

1. *Hold it high enough so all can see.*
2. *Turn the page BEFORE the last word is sung.*
3. *Sing the song from memory. Don't try to look at the words yourself.*

D. Be enthusiastic.

1. *Smile - smile - smile.*
2. *Make it fun. The best way is to enjoy it yourself.*
3. *Keep it moving. Know what you are going to do next.*
4. *Have variety - fast and slow; action and visual,; group and small group; etc.*

SCRIPTURE MEMORIZATION FOR CHILDREN

Introduction: It is important that you, the teacher, realize the importance of teaching Scripture verses to children with their real meaning even though the ultimate value of Bible memorization may not be fully realized until adulthood. When Scripture verses actually become a part of the child's thinking, God can use these verses to guide the child in his daily living.

I. MOTIVE FOR CHILDREN LEARNING VERSES

A. What is the true, high motive which should prompt young or even the old to memorize Scripture?

It may be expressed in a verse which the children themselves appreciate, "Thy Word have I hid in mine HEART that I might not sin against thee." (Psa. 119:11) Many times we teach children to hide the Word in their mind and when urged they are able to bring forth, not for the purpose of keeping them from sin, but for the sake of satisfying some questioner.

B. Higher motives must be present in Scripture memorization if boys and girls are to hide the Word in their HEARTS. This motive must be verses that can be applied to their daily living and problems. When Bible verses are taught in close connection with daily spiritual problems, life situations will prompt the recollection of them.

II. WHY TEACH MEMORY WORK?

What are some reasons for memorizing God's Word? Let us consider carefully the following reasons;

1. *Scripture does not make a difference between children and adults, in memorization.*
2. *To keep children from sin. (Psa. 119:11, 105). EXAMPLE. No one was looking. The small boy reached out his hand to take something that was not his. Just then, the words flashed into his mind, "Thou God, seest me." (Gen. 16:13). Immediately his hand dropped to his side, and he hastily left the room. The Word of God had kept him from sin.*
3. *To help children find Christ as their Saviour. 2 Tim. 3:15.*
4. *To help children solve their problems.*
 - a. Children have problems, too, that can only be solved correctly in the light of God's Word.
 - b. The world's standards will early teach children that anything their parents do not

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find out about is alright. But God's Word will teach them that wrong is wrong, whether discovered or not.

5. *To keep them from false doctrine. It is our business to so ground our children in the truth that they cannot be turned aside by false doctrine.*
6. *To help them witness for their Lord.*
 - a. We must teach them the great principles of Christian living and arm them with Scriptures so that they will be able to witness for their Lord.
 - b. "He shall teach you all things and bring all things to your remembrance whatsoever I have said unto you." (John 14:26). The Holy Spirit brings to remembrance Christ's teachings.

III. IMPORTANCE OF TEACHING MEMORY WORK.

Many consider it a waste of time to try to teach memory verses to children in the elementary department. However, here is the golden opportunity and if we fail to capitalize upon it, we, as teachers, are failing in our task and calling.

Children Have Keenest Memory at This Age.

- a. That which is learned at this time is seldom forgotten. Power of retention is at its greatest peak during the Junior age.
- b. Paul's mind was saturated with the Old Testament before he was 12. Thus was the warrior equipped with the armour and weapons of the Spirit before he knew in what cause he was to use them.
- c. A Missionary once said, "Teaching children memory work is like tossing pebbles on a frozen pond. Not until the thaw comes will they sink in."

IV. HOW TO TEACH MEMORY WORK.

It is useless to teach memory work unless the children understand the meaning of the verses. Also you, the teacher, must learn to always say the Words of God with reverence and accuracy.

1. *Explain the meaning of the Verse.*
 - a. The value of the Bible's words is not in their sound, but in the application.
 - b. Explain the verse in as simple language as possible, but learn it in the Bible language.
 - c. The meaning of the verse may be explained by using illustrations.
2. *Repeat the Reference.*
 - a. References should be repeated both before and after each verse, as they need twice as much drill to be retained.
 - b. Children should frequently find the verse from its address, that is, its reference.
3. *Read It as Well as Hear It.*
 - a. Children old enough to read should always see the verse as well as hear it. It is impressed upon the mind through two avenues, the ear and the eye.
 - b. The verse can be read in the Bible (which is preferable) on a card or from the black board.
4. *Memorize the Verse Yourself.*
5. *Complete a Little at a Time.*

It is better to learn a few verses well than to half learn many verses.
6. *Drill on the Verses. Drill, drill, drill until the children have memorised it.*
7. *Use the Verse in Your Teaching and Illustrations.*

V. METHODS OF TEACHING MEMORY WORK:

There are many different methods. We list just a few for you. You may want to add to the list.

1. *Pictures*
2. *Flash Card*
3. *Symbol Language*
4. *Board and Chalk*
5. *Puzzle*
6. *Word Strip*
7. *Act it out.*
8. *Sing the Verse*
9. *Picture/puzzles*
10. *Group Chorus (by table or row)*

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VI. REVIEWING THE VERSE WITH MEMORY WORK AIDS:

After verses have been taught they need to be reviewed regularly in order that the pupil will retain them in their memory. Little is accomplished if the verse is taught and forgotten. Constant review is necessary. Memory work aids can be a help in reviewing the verses.

1. *Pictures and Objects.* Place pictures or objects on the wall after the verse is taught as reminders of the verse. Ask what verse the picture represents
2. *3 x 5 Cards.* Verse on one side and reference on the other. Give the reference and see who can say the verse first. Give that person the card. See who can get the most cards. Add verses as they are learned.
3. *Spelldown Quiz.* Line up the children in a row. If a child misses the verse he has to go to the tail end of the line. The object is to see who can stay at the head the longest.
4. *Fishing Game.* Put verse on construction paper "fish". Put a paper clip or staple at the mouth of each fish. To end of fishing pole add string with a strong magnet in the end. Each child fishes and must tell the verse he has caught. If he can, he keeps the fish until the end of the game; if not, he must put the fish back. The child with the most fish at the game's end wins.
5. *Unscrambling Verses.* Write each word on a separate card, references also. Scramble several well known verses together and let the children unscramble them.
6. *Memory Work Poster.* Let the children help make a poster which illustrates the memory verse.
7. *Stand Up Quiz.* Move chairs a little apart. As you give the reference, the first child to stand up and correctly quote the verse receives a point. The one with the most points at the end of the game is the winner. This can be done by giving references and

the pupils give the verse, or giving the verse and let the pupils give the reference.

CONCLUSION:

No matter how excellent a Sunday School is in every other respect, if it neglects Bible memory work, it is not its best for the pupils. The pupils need to have the very words of God planted securely in their minds if they are to become all that God wants them to be.

DISCIPLINE

I. THE FOUR GROUPS OF DISORDERLY PUPILS

Disorder is of two kinds, the INTENTIONAL and the UNINTENTIONAL. The first kind finds the cause itself. The second is a result of some other cause. Of four groups of disorderly pupils, only the last is to be classified as intentional.

A. THOUGHTLESS PUPILS.

Pupils may be taught reverence for sacred things, but if they are accustomed to disorder in the home, it will be difficult for them to carry out their best intentions to comply with the teacher's wishes. If proper conduct patterns are formed in the kindergarten and primary departments, children will more likely be well behaved in the later departments. This is why it is so important to teach small ones.

B. RESTLESS PUPILS.

The average child is an active restless creature. If the teacher does not keep him employed, he will supply his own entertainment. These pupils need a full program of activities that will give them opportunities to participate in the lesson.

C. SELF-CENTERED PUPILS.

This is the spoiled child, the one who always wants his own way. He is the center of attention. This child will be a discipline problem. He needs to be exposed to the leveling process of his playmates.

D. MALICIOUS PUPILS.

This is the only group that intentionally tries to cause trouble. The teacher should never let this type of pupil spoil the lesson period. You must never lose

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patience nor become indignant or sarcastic. Kindness and firmness should be used as the disorderly child is challenged. He may need to be removed.

II. CAUSES OF DISCIPLINE PROBLEMS

Why do we have discipline problems? Why are children disobedient? Poor discipline is really a SYMPTOM rather than a PROBLEM. Something is wrong with at least one of the following three factors if you have discipline problems in your class.

A. PHYSICAL ARRANGEMENT.

1. Poor ventilation
2. Crowded conditions.
3. Too many pupils in a class.
4. Too wide a range of ages in a class.
5. Distractions by visible traffic.
6. Unusual noise or interruptions.
7. Disorder. It is contagious.

B. THE CHILD

1. Personality problems.
2. Difficult home situations.
3. Inability to concentrate.
4. Boredom.
5. Wants attention.
6. Testing your leadership.
7. Needs assurance that you care.

C. THE TEACHER

The pupil's conduct will be governed by the orderliness of the teacher fully as much as by his surroundings. The teacher will need to be particular about this.

1. Appearance.

Any loud or flashy apparel and extreme dress which will call attention from the story should be avoided. Any striking mannerism or pronounced peculiarity that draws attention from the thought of the lesson may be a means to disorder.

2. Self Control.

How many teachers pray for self mastery? A teacher must learn to control himself. She who cannot control herself is not likely to control others. Many things try the patience of a teacher, and he needs to be on guard lest

he become irritated. The calm quiet forceful mastery of our Lord, even when His critics tried to irritate Him with hard questions impressed His listeners and made them all the more eager to listen to Him.

3. Instruction

The teacher must also be a master of his subject, if he is to hold the attention of his class. The poorly prepared teacher should anticipate trouble. Orderliness in instruction prepares for orderliness in conduct. Nothing leads to disorder quicker than inattention and back of all inattention is disinterest.

There are several reasons why your pupils will not cooperate, listen, learn and grow:

1. Lack of Prayer:

Failure to pray that God will reach their hearts and wills, to be reverent and cooperative, to help you be a good teacher, to direct every part of the class, and to bring about their salvation.

2. Lack of Love for your Pupils.

Failure to know, appreciate and like each one as a person and as a friend and failure to make each pupil feel important to you.

3. Late Arrival for Sunday School:

Failure to get to Sunday School on time and be prepared to greet your first pupil and to guide the first pupils into some constructive activity immediately upon his arrival. Some of these activities might be handwork, projects about the lesson, Bible drill, new song, etc ...

4. Failure to Take Your Pupils to Class:

Allowing them to go ahead of you or leaving them alone in the classroom.

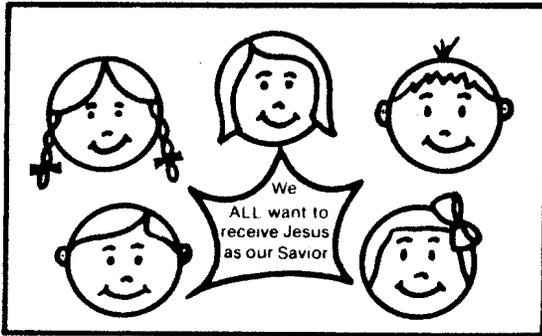
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HOW DO I HANDLE THAT?

Ten Common Difficulties You May Face
in Leading Children to Christ.

Have you found yourself in counseling situations that were less than ideal? Are there problems you have encountered that you were unsure how to handle? We want to cover the questions most commonly asked by children's workers.

With each question STOP AND THINK, "How would I handle that situation?" Then read the answer given.



SITUATION #1: What do I do when many children respond to the salvation invitation at one time and come to receive counseling?

If other trained counselors are available, divide the responding children into as many smaller groups as possible. To hold the attention of the entire group, direct the key questions in counseling to different children. For example:

"Jennifer, what would you like the Lord Jesus to do for you right now?"

"Matthew, what is sin?"

"Marty, what is God's punishment for sin?" etc.

If a child doesn't know the answer, ask a volunteer in the group to answer for him. Then, thoroughly explain one salvation verse to the group, probably the one you emphasized during the lesson. Allow each child to say the verse with his name in it. For example:

"Acts 16:31 - Believe on the Lord Jesus Christ and (Janet) shall be saved .. ."

If there are only three or four children in your group, allow each one to pray individually. But, if there are lots of children, it is best if you suggest a simple prayer they can all pray at the same time. Here is a suggestion:

"Dear God, I know I have sinned and I'm sorry. I believe Jesus died for me. Please save me from my sins right now. Amen." When children pray in a group like this, stress that it is not the prayer itself that saves them, but what they believe in their hearts. Remember, individual commitments can be made to God in group counseling.

After they pray, allow each child to share with you what he has done. You'll want to vary the questions you ask or each one will respond in the same way. For example:

"Jennifer, what did you just say to God?"

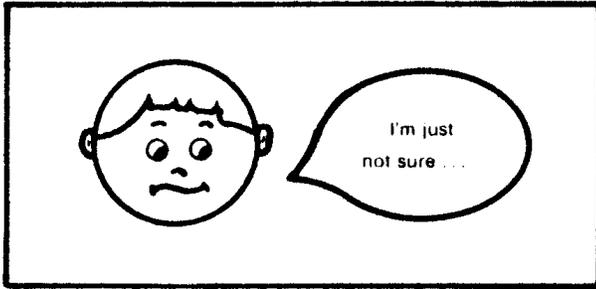
"Matthew, did you pray? What did you ask God to do?"

"Marty, did you receive Jesus as your Savior? Why did you need to do this?"

Follow this by using the same verse you explained earlier to give assurance to individuals. Give each one a piece of follow-up literature. If possible, speak to the children individually as they leave. Look for further opportunity to answer their questions and meet their needs.

Recognize that if it is your custom to give those that respond a Bible, special tract, etc., many children may come simply to receive this "prize." Make available to all the children any piece of literature you give to one. If a child needs a Bible make a home visit to take care of this.

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SITUATION #2: What do I do when a child keeps coming to me week after week to receive counseling and he has already prayed to receive Christ as his Savior?

This happens for more than one reason. Let's examine four reasons separately.

First: The child may want to repeat an enjoyable experience. If so, allow him to thank God for what He has already done. Encourage him to witness to his friends and invite them to come with him to learn more about the Lord Jesus Christ.

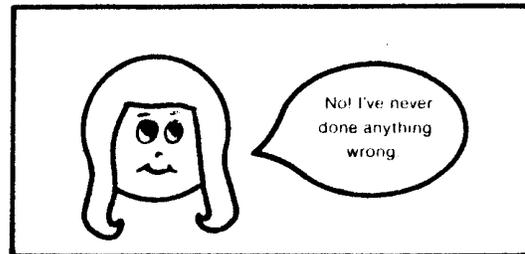
Second: The child may want to have time alone talking with you. If so, try to create opportunities before class or during the week to talk with him. If he is old enough to write, suggest that he write down questions he wants to ask you and you will answer them in a letter. Children love to receive mail.

Do let children come to talk with you. I remember Shirley who had received Christ in our Good News Club. One day soon after that she responded again to the invitation. When I asked her why she came to talk with me her answer was, "I want to tell Jesus how much I love Him for what He has done for me, but I don't know how to tell Him. Will you help me?" This experience helped train me to never forbid a child to respond at invitation time, no matter what his reason is for coming. Praise the Lord that the child is responding to the Word of God.

Third: The child may have sinned and doesn't understand how to handle sin after salvation. Share with him 1 John 1:9. Build a list of verses to help meet common sin problems or other difficulties children face. Here is a list to get you started:

- ✓ fear 2 Timothy 1:7; Joshua 1:9
- ✓ anger Proverbs 21:23; 16:32
- ✓ bad thoughts Philippians 4:8
- ✓ trouble with others Proverbs 16:7; Matthew 5:44
- ✓ envy Hebrews 13:5
- ✓ lying Ephesians 4:25
- ✓ disobeying Colossians 3:20
- ✓ stealing Ephesians 4:28

Fourth: Perhaps the child isn't sure Jesus saved him and wants to go over, the whole counseling time again. Show him Titus 1:2 and remind him that God keeps His promises. Let him write the date he received Christ in his Bible. Allow him to pray, thanking the Lord for what He has done for him. Continually go back to what the Word of God says. God's Spirit will use His Word, communicated by you, to bring understanding and assurance to the child.

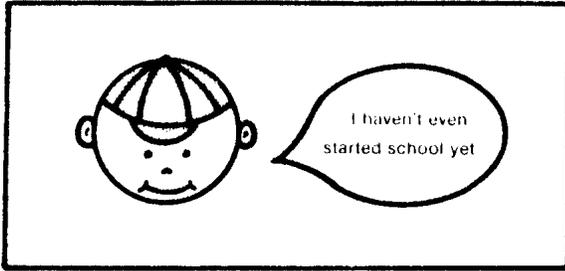


SITUATION #3: What do I do when a child thinks he has never sinned?

It is the work of the Holy Spirit to convince the child of sin (John 16:8). You might ask him if he ever has arguments with other children, or if his parents ever have to punish him for something. Show him Romans 3:23 and point out that "all" includes you, the teacher. Ask, "Does 'all' mean you, too? Have you sinned against God?" Sometimes a child will still say "no," especially a young child. Anyone who is not willing to admit his sinfulness is not ready to receive Christ as Savior (Luke 19:10).

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Tell the child you want to pray for him. Pray aloud something like tells: "Lord, help (Brad) see how much he really does need You. Help him want to receive You as his Savior." Assure the child that you want to talk with him again, especially when he thinks of some wrong things he has done. Continue to pray that God will open up his understanding .

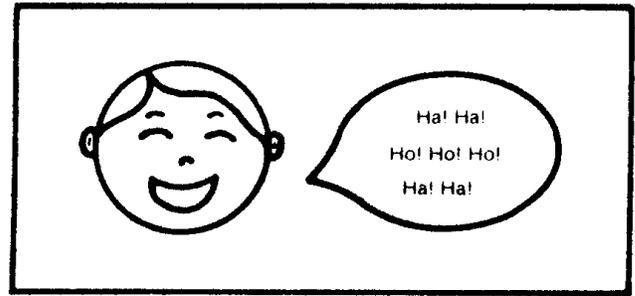


SITUATION #4: What do I do when a very young child responds?

First, thank God that he responded! Show the youngest child who shows conviction of sin and belief in Christ how he can be saved. Use key questions to check his understanding as you would with any child. You will be amazed what young children can learn and how God can work in their lives.

I am reminded of a mother who was teaching a Good News Club in her home. Her own preschool child attended the club and frequently responded to the salvation invitation with other children. The mother would carefully counsel the other children but ignore her own, thinking her child was too young to understand. One day during counseling time her child said, "Mommy, I want Jesus to save me, too." This time the mother paid attention and asked the child about his sin. As only a young child could, he said, "Mommy, you know all the bad things I do!" This mother had the joy of leading her own child to Christ, but also received a gentle rebuke from the Lord. That night when the father came home the joyful little one ran up to him and said, "Daddy, Daddy! Mommy finally let me have Jesus as my Savior, too."

Jesus said, ". . . Suffer (permit) the little children to come unto me, and forbid them not; for of such is the kingdom of God" (Mark 10:14) .

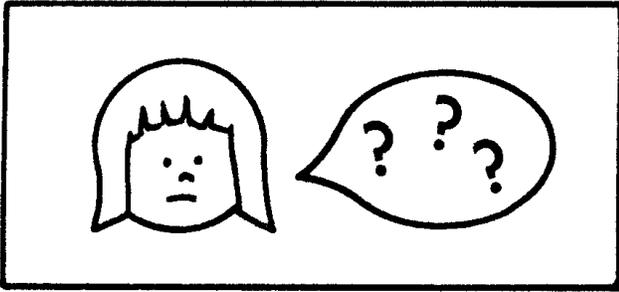


SITUATION #5: What do I do when a child laughs during counseling and does not seem serious?

Is this a child who is always like this? If so, to some extent, you can ignore his behavior. Is this response brought on by conviction in his heart? As a school teacher I had a junior high boy who would always giggle when I reprimanded him. Feeling fully frustrated, I contacted his parents and found this was his normal response to punishment. It covered up his true feelings of guilt. If a child feels uncomfortable, or is laughing about something funny someone said or did, talk about something else for a few moments - his interests, his future dreams, etc. Gradually shift the talk back to the Word of God.

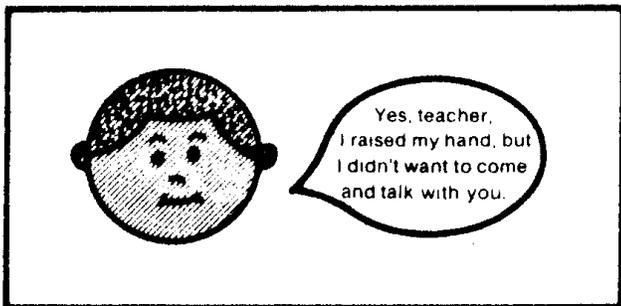
If he refuses to settle down, tell him you will be praying for him (and don't forget to do it!). Give him a good salvation tract and encourage him to read it. Challenge him to think about the great price God had to pay for his sin and assure him of God's love. Let him know that this is the most important decision he will ever make in his whole life.

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SITUATION #6: What do I do when a child is shy and refuses to answer my questions?

Smile! Use quiet, positive words. Show him what the Bible says regarding his need of a Savior and the way of salvation. Tell him he can receive Christ anywhere, at anytime, but encourage him not to put off this decision. Give him a good salvation tract, perhaps one that includes a sample prayer such as "First Steps" or "Ruby's Question" (from CEF Press). A personal visit to the child's home will help build your friendship and make it possible for him to be more open with you on future days .

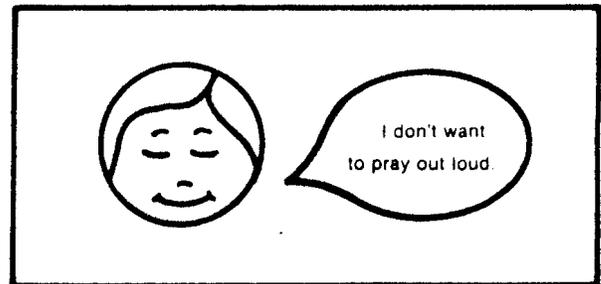


SITUATION #7: What do I do when a child indicates a desire to receive counseling but refuses to leave the group or stay after class and talk with me about this.

There may be a legitimate reason why the child cannot stay after class. To counteract this problem it is best not to leave your salvation invitation for the very end of your teaching time. If the opportunity for counseling is given about 15 minutes prior to the end of class, a helper can continue to teach the rest of the group, using the time for Bible memory work or a fun

review game. This allows you to talk with children about their salvation during the class period in another part of the room or building.

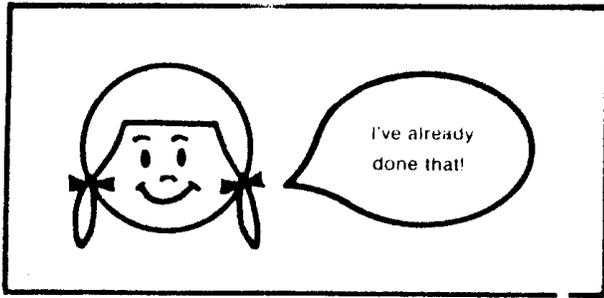
But perhaps this is a super shy child, or one who does not want to make a move of this kind in front of his peer group. You need to allow him the privilege of receiving Christ right where he is sitting in the class. There may even be others you are unaware of who truly desire to be saved and have made no outward indication of this to you. In this case you may suggest to the children a prayer they can pray in the quietness of their hearts. Be careful not to make an outward response a condition of salvation. Receiving salvation is an act of faith (Ephesians 2:8,9). Encourage any who have prayed silently to talk to you later and tell you they have received Jesus as their Savior. As they come to you, you can provide additional counsel.



SITUATION #8: What do I do if a child who is ready to receive Christ refuses to pray out loud?

Allow him to pray silently. That sounds like an obvious answer, but there is more to consider. When he has finished praying, do not immediately start with steps toward assurance of salvation. Rather, ask him, "What did you just say to God?" In using this question with children in this situation I've had them say, "I just thanked Him for this beautiful day" or "I thanked Him for our Good News Club." If that is the type of answer a child gives, you will want to carefully explain the message of salvation over again. But if his response to your question indicates he has understood proceed by using the Bible to assure him of what God has done for him.

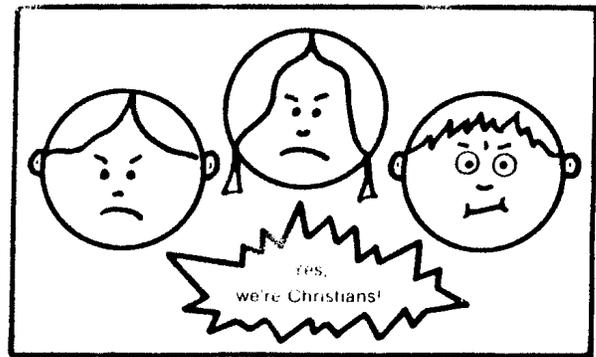
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SITUATION #9: What do I do if I ask the key question, "Would you like to receive the Lord Jesus as your Savior right now?" and the child says, "I've already done that"?

It is not wise to proceed immediately to give that child assurance of salvation. Why? Because his idea of receiving Christ may be far from what the Bible teaches. A good way to check his understanding is to ask, "When did you receive Him as your Savior?" Typical answers from children who do not understand are "every night before I go to bed" or "when I was baptized" or "every Sunday when I take communion." Carefully explaining Titus 3:5 might help here. Another good question to ask the child is, "What did you tell the Lord Jesus when you received Him as your Savior?" Help a child who responds with "I don't know" by repeating several of the key questions in counseling.

Encourage the child who does remember receiving Christ to thank God for what He has done for him. You might also ask, "Is there something else you wanted to talk over with me?"



SITUATION #10: What do I do if I know a child has prayed to receive Christ but shows no change in his life at all?

This does happen, doesn't it?

We taught a large 5-Day Club in a trailer park. Because of the number of children coming and the uncertainty of the weather, the manager allowed us to use the park's clubhouse. Each day we secured the key from him. After club we made sure everything was in order. Friday we arrived and found a boy, who had been a challenge in club all week, already inside. He had broken into the building, saying he just wanted to have everything ready for us!

This boy claimed to have received Christ. Yet, we had been questioning his claim in our minds all week. Something that was said in the Bible lesson that day caused him to respond at invitation time. He still claimed to be a Christian, so I asked him, "When you talked to God about your salvation before, did you really think about the fact that Jesus had never sinned, but that He was paying for your sin with His own blood?"

With a serious look on his face, the boy responded, "No. I never even thought about that before." Then I realized he had not understood. He was basing his salvation on a prayer he had prayed and not on what Christ had done for him. What a joy to again show him the way of salvation and see his fuller comprehension.

This was only one instance. In general, when you face this problem, pray for the Holy Spirit to convict

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the child of his real need. Keep teaching the Word of God to him. This will either strengthen his assurance or produce conviction. Talk individually with him about his need to grow to be more like Jesus and to allow Jesus to change his sinful habits. Teach him 2 Corinthians 5:17. Most important, leave the door open for him to listen to the message of salvation again. If he is saved, God's power will keep him. If he has not received Christ, you do not want to close the door and make it impossible for him to talk with you about this need.

Because of problem areas such as these discussed, many people draw back from trying to lead a child to Christ. Perhaps that was the difficulty in the church mentioned at the beginning. Of all the children we counseled that day, I'll never forget the conversation I had with one boy. He had prayed to receive Christ. We had talked of assurance and the first steps of growth. Just before he left me to rejoin the group he said, "I don't think this is fair." I was puzzled by his statement, until he told me, "On Monday I asked my teacher how I could be sure my sins would be forgiven so I could go to Heaven someday. She told me to go home and ask my mom. When I asked my mom, she told me to wait until the next day and ask my teacher at Vacation Bible school." I felt sad for the struggle this boy must have had all week. (Remember, it was Thursday we were invited to come.) Finally he said, "I've missed three whole days of being a Christian and I don't think that's fair!" I don't either, do you?

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"But sanctify the Lord God in your hearts, and be ready always to give an answer to every man that asketh you a reason of the hope that is in you, with meekness and fear."

1 Peter 3:15

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REQUIREMENTS FOR THIS YEAR

1. **Read through the New Testament.**
2. **Memorize** the books of the New Testament.
3. **Read all the material** for each block.
4. **T-H-I-N-K** as you read this material. **It will be a blessing to you.
It will also change your life.**

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