

Training volunteers for Children's Ministry

A handbook for leadership development in Chinese Lutheran Church of Honolulu

by

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Abstract

This project aims to address the concerns surrounding volunteer training in children's ministry in Chinese Lutheran Church of Honolulu (CLCH) and provide leaders with evidence-based information and practical strategies for effective training. The goals of the project include providing leaders with a comprehensive understanding of the importance of systematic training for volunteers in children's ministry, introducing leadership handbook for developing a servant team, and equipping leaders with tools for communication, problem-solving, and managing volunteers. This training process aims to provide leaders with a blueprint to view the ministry systematically, understand the ministry setting and procedures, and develop their areas of responsibility. By implementing the provided tools and strategies, leaders are learning to effectively manage and communicate within their servant team, increasing volunteer commitment and fostering spiritual growth.

The training process outlined in this project can be applied at any stage by children's ministry leaders to assess the current situation, identify volunteer needs, and advance leadership development. The project aims to consolidate the author's three years of experience, practice, and learning into a comprehensive resource. It is hoped that through this project, leaders will gain a deeper understanding of children's ministry and fulfill their responsibilities in serving God's calling.

Keywords: children's ministry, volunteer training, leadership development

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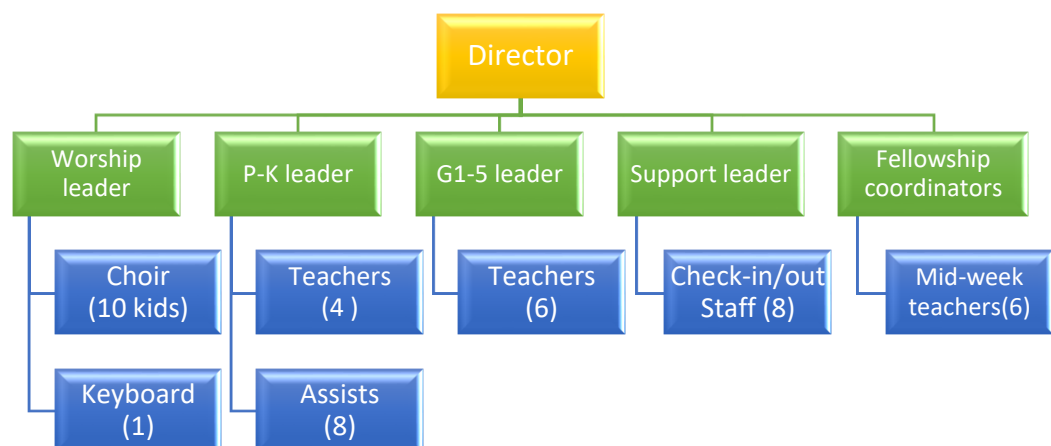
Chapter I: Introduction

Background of the Study

In the Children’s Ministry at Chinese Lutheran Church of Honolulu (CLCH), I coordinate with four leaders from Sunday school and three fellowship coordinators for the mid-week activities. CLCH has been blessed with a growing number of members and with ever-increasing children and youth groups. By October of 2022, 92 kids aged 3-12 registered in the ministry, and more than 30 volunteers have signed up to fill the weekly need in positions such as Bible teachers, worship leaders, classroom assistants, and support staff. Like many other immigrant churches, CLCH has developed an English service for second-generation Chinese teens. Our Children’s Ministry aims to collaborate with Christian parents through Sunday school and mid-week activities, to help children know, love, and follow the Lord Jesus, preparing them for going to the English or Chinese congregation when they enter middle school.

Figure 1

Leadership Structure



**Sunday school needs 4 teachers, 6 assists, 2 support staff weekly, this setting allow all volunteers to come to service at least one time every month.*

Before 2020, Children's Ministry at CLCH was led by a self-driven volunteer team, church fellowship leaders took turns every year to be the director and manage the Sunday school programs. I came to serve in the Spring of 2019, and later, in November 2021 was hired as the part-time coordinator. From April 2020 to March 2022, because of Covid19, all activities were hosted online via Zoom, including Sunday school, children's worship, staff meetings, parents' meetings, and volunteer training. We moved to in-person in April 2022 and faced a vast transition; this Children' ministry team had never experienced teaching in the actual classroom, and we needed more staffing and a systematic way to manage the whole thing.

Currently, CLCH has four Sunday School classes with an average attendance of 60 children. The classes are preschool (ages 3-4), Pre-K (ages 5-6), grades 1-2 (ages 7-8), and grades 3-5 (ages 9-12). These groups are led by four teachers, six assistant teachers, an on-duty location manager, and several check-in/out staff.

Concerns and Problems

Lack of effective approaches and procedural management system. Clear job descriptions and written-down documents need to be included. Even though there is a tacit understanding of unwritten traditions, they still need more communication and formal introduction about ministry settings and regulations, procedures.

Lack of commitment. During 2020-22, several volunteers quit their service in the middle of the semester, and the reason wasn't clear. I had to recruit new teachers and train them from the beginning. There were not much supportive follow-ups after the first

interview meeting, the director hardly cares all 30 more of the volunteers through the year.

Lack of effective training to meet each volunteers' different needs. Some teachers have teaching experience and hold a high level of education background. Others must build everything from the ground. Whole group training is appropriate for general introductions, but a differentiated approach will help meet individual leaders' needs.

Lack of training and caring for spiritual growth. If volunteers are just busy with weekly teaching tasks, repeating work that others can replace, they can easily quit after a few weeks when the enthusiasm fades. They need to reconfirm their zeal for ministry service, regain strength from discipleship training and devotional practice. Otherwise, committing themselves to this voluntary work will be difficult.

Lack of leadership development. Leadership teams rely on the director in decision-making, planning, and evaluation. There is a need for continuous training and follow-ups for leaders to build confidence in their roles and capabilities so that they will be more evident with the responsibilities and put efforts into developing each service area by the given trainings.

Importance of the Study

The Children's Ministry has been struggling with staff turnover and weekly communication, leaders are busy with all logistic management on Sundays, they hardly focus on the ministry's big picture, and are overwhelmed to make progress on development in their service areas. Also, the leadership team is different now compared to before the pandemic. Most of the current staff have been newly recruited since April 2022, and there were no training guidelines for our leadership team to follow. We also

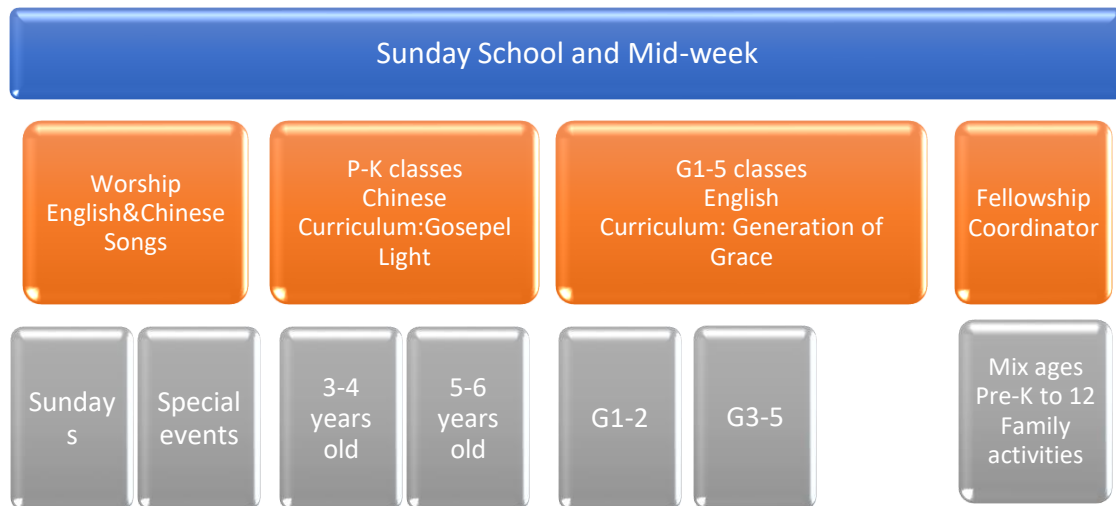
coordinate with CLCH fellowship groups accordingly and hold the mid-week events for their children when adults are in Bible studies. I recruited, interviewed, and trained all the volunteers in the last three years. With mentorship practice, I meet with each new participant through one-on-one sessions for three months to help them prepare for the servant role in different positions.

The background and skills of volunteers vary. Most of the positions require volunteers to teach and apply bible stories, it is a leadership role with a spiritual emphasis. Most volunteers in CLCH's children's ministries are either parents or people looking for a place to invest their time and skills. Their background varies because of language, culture, and education differences, from higher education teachers, government workers, and business professionals to self-employed individuals, full-time moms, and dads, etc. It adds more complexity to the volunteer training planning and content design as their needs and capacity to take information differ.

In this unique environment, the training needs for volunteers are essential and specific. The leaders are eager to serve but can benefit from training to help them lead their teams on a weekly basis.

Figure 2

Program Structure



**This is the program structure from 2021 to present.*

Project Goal

In order to address the above concerns, this project has the following goals:

- Provide evidence-based information that helps leaders to understand the importance of systematic training for volunteers in children’s ministry. Reference in Bible teaching about using gifts and time wisely for God’s kingdom. Introduce research articles or training models for developing Children’s Ministry servant team.
- Provide hands-on strategies for leaders to identify issues and individual needs in training volunteers and make better decisions in communication and problem-solving,
- Provide written down introduction, format, and templates for leaders to communicate with volunteers about ministry statement, procedures, job descriptions, and expectation of the commitment.
- Provide a handbook that includes guidelines, forms, and various tools for leaders to oversee and manage the training events, meetings, and follow-up with volunteers.

- Provide a collection of training sources, such as books, websites, blogs, social media, and videos from the internet.

This project aimed to create a formal process of volunteer training for Children's Ministry leaders that include the director, worship leader, lead teacher, support leader, and fellowship coordinators so that they could have a blueprint to view the current ministry systematically. With this training process, they should understand the ministry setting and procedures, and help to develop the work in their areas. They should use the tools and strategies to manage and communicate effectively within their servant team to increase the likelihood of volunteer commitment; they should be able to use the given training and informational support to help the servant team grow spiritually.

Children's Ministry leaders can apply this training process at any stage to assess and analyze the current situation, understand volunteer needs, and make progress in leadership development. I hope to put all my experience, practice, and learning in the last three years into a solid project. May our Lord bless this project and for the leadership team to learn about children's ministry and fulfill their responsibilities in God's calling of this service.

Chapter II: Literature Review

Introduction

This chapter provides a review of the literature supporting the conceptual framework for the curriculum development project. It is designed as an overall description of Children's Ministry volunteer training, including the Biblical teaching and challenges, different sectors of the leadership development, a collection of effective tools provided by Children's ministry leaders.

Biblical Teaching

These biblical teachings and reminders from scholars provide valuable theological perspectives for this project. First, committed hearts to God are more valuable than ones' abilities (2 Chronicles 16:9, NIV). Second, leaders are called to make disciples and train other people for the Lord's Kingdom (Cottrell, 2004). Third, the church was established by and is perpetuated through leadership development (Moss, 2014). These scriptures and points of view in leadership will be put into the introductory part of the training sessions.

Scripture describes leadership training. "For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him. You have done a foolish thing, and from now on you will be at war" (2 Chronicles 16:9, NIV). In the eyes of the world, leaders may need all kinds of experience, knowledge, and abilities, but in the hands of God, these abilities are not necessary conditions. God sees the heart of man and gives power to those who follow with honesty and loyalty. Moss (2014) listed many examples that God used leaders throughout redemptive history. God used Noah's ship building rescue mission (Hebrew 11:7, NIV), Abraham's journey of faith that birthed a nation (Genesis 17:4-5, NIV), Joseph's painful rise to the parliament

of Egypt (Psalm 105:16-21, NIV), Moses' face off with a foolish Pharaoh (Exodus 4:2, NIV), the tumultuous season of the Judges (Judges 2:16-19, NIV), followed by the good, the bad and the ugly kings of Israel and Judah (2 Kings chps. 21-25, NIV). God used the incredible integrity of Daniel the diplomat (Daniel chap. 1, NIV), the skillful project management of Nehemiah the builder (Nehemiah chps. 1-2, NIV), the rag-tag gang of fishermen known as the apostles (Luke 5:1-11, NIV), and of course, the greatest leader of all history who accomplished the greatest work of all time, Jesus Christ (John 19:30, NIV).

“The things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others.” (2 Tim 2:2, NIV). To make disciples and train believers to learn the way of God is the great commission given by the Lord. Leadership training in the church should focus on cultivating co-workers with the awareness of leading disciples. Cottrell (2004) wrote if churches were to follow this advice consistently, it would expand geometrically, as well-taught believers would teach others and commission them, in turn, to teach still others. Disciples need to be equipped to pass on their faith; the work is not complete until new believers are able to make disciples of others.

“Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, to equip his people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ” (Ephesians 4: 11, 13, NIV). A leader's responsibility is to equip God's people to do work and build up the church, the body of Christ, until we come to such unity in our faith and knowledge of

God's Son, that we will be mature and full grown in the Lord, measuring up to the full stature of Christ (Cottrell, 2004).

Church leadership is formed for discipleship and spiritual growth, it is not just for growing the numbers or managing the ministries. Moss's (2014) study pointed the following:

The church was birthed by a leader who invested the majority of his ministry time mentoring new leaders. The very mission of the church, to take the gospel to the entire world and teach every new believer everything that was handed down from Christ, implies leadership. The multiplication of the church itself did not simply multiply individual believers, but rather, it multiplied the organizational gathering of those believers, or more precisely, follower gatherings. These gatherings had a clear hierarchical structure with distributed roles and responsibilities. This was not a man-made institution thought up to promote egotistical yearnings for power and position. God himself invested leaders into the church for the express purpose of fulfilling the intended design of turning disconnected disciples into fully devoted followers. (P.7)

Challenges in Ministry

The authors of the following literature mentioned the challenges of volunteer recruitment and training in the church, which helped me provide theoretical support in the project, explaining the need for volunteer training in Children's ministry. There have been omissions in communication and support with volunteers.

Kidder (2019) reminds us that the church was designed to be primarily a volunteer organization. The power of the church lies within its members and attendees—

men and women, young and old—finding their place to serve and work out God's redemptive plan. However, in church ministries we often don't have enough laborers. Those who are serving are overworked.

Briles (2012) pointed out that volunteerism is a problem in today's church. Almost every church conference offers topics such as, "How to find volunteers." Obviously, churches all over America are dealing with the same problem of finding enough volunteers to fulfill the ministry needs of the church. Many churches do not communicate the importance of volunteering, or struggle to be effective in finding people to serve.

Logan (2017) suggested that if your goal is to develop leaders, you need to start with people who are already disciples. Too often, we look for church-attenders who are successful in their careers, rather than looking primarily at following Jesus as the qualifier. As a result, many of our leadership development problems are discipleship problems.

One of the toughest qualifications of volunteering is training. Any leader can tell you that a very low number of committed volunteers will show up for a training session. They will serve in assigned areas, show up on time, and even work double shifts, but struggle to attend a time of training. Each ministry needs to find what works to train their volunteers. Every volunteer should desire training in the area they are serving in (Briles, 2012).

In Children's ministry we must not only plan for Sunday, midweek, or other educational experiences within its walls but also remember and care for the people, both adults, and kids. Brown (2001) also stated that neither parents nor the church can

independently raise and educate children in the Christian faith. To nurture faith in children, the church and parents must work together, including church ministers, children's ministry leaders, all the class teachers, and parents.

Leadership development

Wright (2012) defined leadership as the process of one person influencing another. It is a relationship of influence in which the leader seeks to influence the behavior, attitudes, vision, values, or beliefs of another. To define the gap in the leadership development of Children's ministry volunteers, Sheard (1996) described that poor volunteer experiences as having little support, no meaningful input into decision-making, and a lack of organization.

Rains (2019) mentioned that as the Children's ministry has matured, ministers should realize their greater responsibility to not only coordinate the details of the children's ministry but also ground the ministry in theological reflection. A greater emphasis on relationships and pastoral care has emerged and thus consumed more of the Children's minister's time. However, job descriptions often do not reflect these new realities.

Markland (2018) stated that we should equip and prepare volunteer teachers to do the work of disciple-making in the classroom and home. The strong and faithful discipleship will be the foundation and creating a positive learning community inside of Children's ministry.

The scholars mentioned above have contributed valuable points about leadership development for my design. One big goal of this project is to provide evidence-based information that helps leaders to understand the importance of systematic training for

volunteers in children's ministry. Wright (2012) pointed out the need to share the vision with the team while building relationships. Rains (2019) said written job descriptions with details are essential for communication. Sheard (1996) and Markland (2018) stated the importance of supporting and consistently building the relationship. I will put these points into the volunteer training course to help trainees understand why this training is designed.

Collection of Effective Tools

Timperly et al. (2007) identified three professional learning processes (Figure 3), the framework of which is shown in Figure 4. To analyze the effectiveness of professional learning experiences, Timperly et al. (2007) suggested that the design of any effective learning opportunity must begin with a clear idea of what knowledge and skills are to be developed. Since CLCH volunteers are from various backgrounds, this literature provides timely messaging guidance for volunteer training. It is important to provide training methods that adapt to volunteers' needs and to respect their diversity. Timperly et al. (2007) explained that cueing and retrieving prior knowledge can, however, serve to lay a foundation for the other two processes. Engagement goes beyond cueing and requires exploration and understanding, so that both instructor and learner can negotiate the meaning of new information in relation to existing knowledge and skills. At times, the new knowledge and skills will be consistent with current understandings and values (Process 2) and at other times they will be dissonant (Process 3).

Figure 3

Teacher learning processes and outcomes

(Iterative) Learning Processes	
The learning processes engaged when developing new understandings and skills involve cycles of (one or more of) the following:	
Process 1	Cueing and retrieving prior knowledge. Outcome: Prior knowledge consolidated and/or examined
Process 2	Becoming aware of new information/skills and integrating them into current values and beliefs system Outcome: New knowledge adopted or adapted
Process 3	Creating dissonance with current position (values and beliefs) Outcome: Dissonance resolved (accepted/rejected), current values and beliefs system repositioned, reconstructed

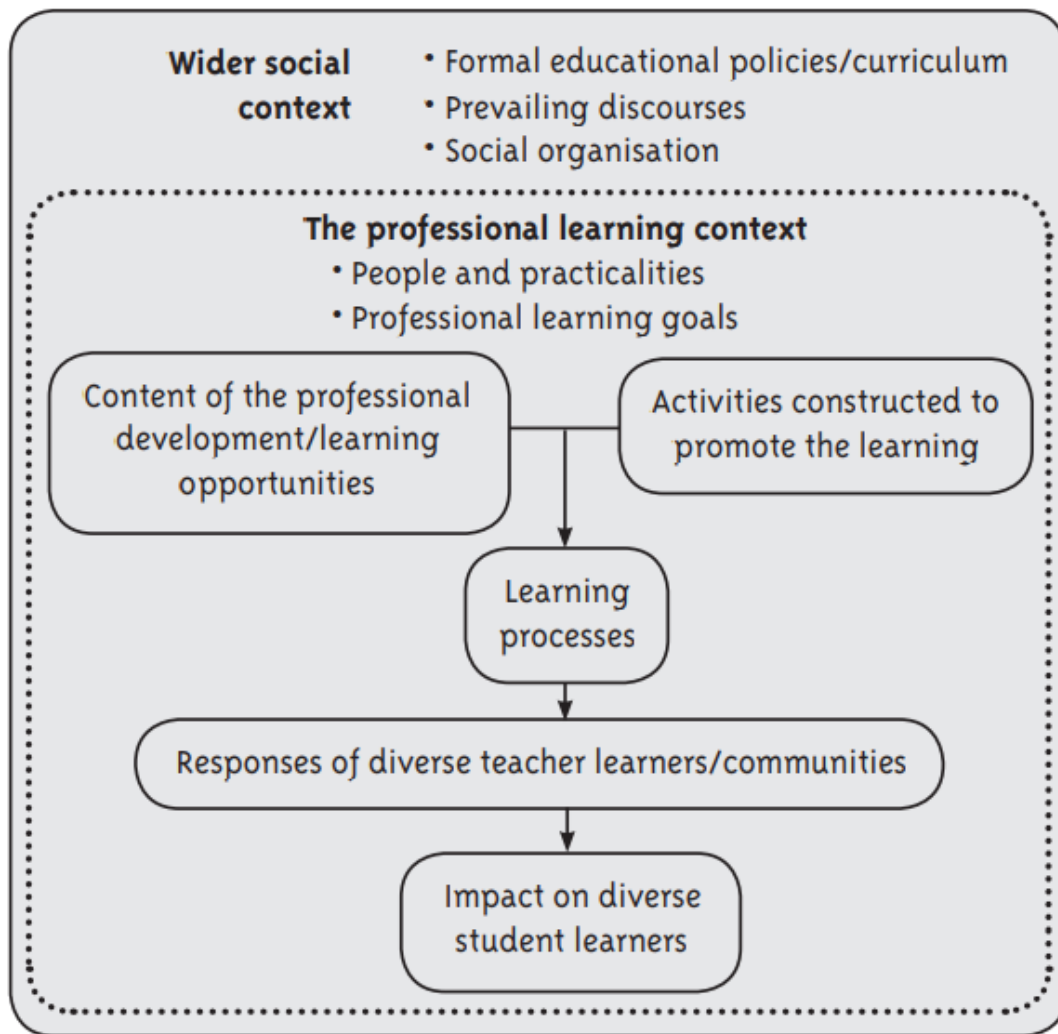
Situational leadership (Hersey and Blanchard, 1977) will be used as one of the assessment tools to assess maturity levels of the volunteers, in the handbook and during the training one on one meeting, instructor will go through this model, and introduce it.

Hersey and Blanchard (1977) have developed a leadership model that sees leadership as a relational continuum with four distinct styles of leadership behavior tied directly to the specific followers. This model often called situational leadership. *Telling style* is highly task-directive with little relational encouragement. *Selling style* remains directive but engages in much more relationally supportive behavior. *Participating style* is much less directive but remains a high level of relational support. *Delegating style* is

quite nondirective and provides minimal relational support, trusting the follower to run with the task. Wright (2012) explained that the most important element in this model is not the four leadership styles themselves but the direct relationship between leadership style and the maturity of the followers.

Figure.4

Framework for analyzing the effectiveness of professional learning experiences.



* Timperly et al. (2007)

Hersey & Blanchard (1977) identified four levels of maturity in followers. At the lowest level, the followers don't know how to do the work and lack confidence in their

ability to do it, so therefore they are not willing to accept the responsibility for the task. The model suggests telling style is most effective, that directive explanation of tasks with little encouragement might reinforce their unwillingness to take responsibility.

At the next level followers still don't know how to do the task, but they are willing to learn and want to accept resistibility. The model calls for a selling style of leadership that still telling the instruction of what they need to know but engage relationally to reinforce their willingness to take responsibility.

At the third level, the followers know how to do the work but lack confidence in their ability to do it alone. Hersey & Blanchard (1977) suggested participating style that leaders should become nondirective but participates in close relationship, encouraging and believing in the person to bolster confidence.

At the highest level, followers know how to do the work and are willing to accept responsibility to see that it is accomplished. Hersey & Blanchard (1977) suggested the best leadership style for this maturity level is delegating. At this level, followers no longer need to be directed since they already know how to do the job. Leaders only need to get out of their way and trust them to get the work done.

This model helps instructor during the individual meetings to identify the status of volunteers and help instructors to adjust their leadership style. Then leaders can decide what method to use to communicate with volunteers and ask related question. For example, some volunteers may need to be provided with a comprehensive written introduction and give them more support and attention. In contrast, other volunteers who have been committed for a year, instructor need to maintain a supportive relationship and provide them with the space to make decisions instead of guiding them step by step. By

asking questions like: How can I better support you in the ministry in the future? To better follow up with you, do you prefer written down survey or face to face interview? In what area do you want to improve yourselves, what kind of support do you need to approach it?

Summary

This project will adopt the professional learning process and the analyzing framework (Timperly et al., 2007) for volunteer training curriculum development. In a faith-based ministry with volunteer participants, we will focus the professional development content on leadership strategies, Biblical teaching, and relationship building. Situational leadership (Hersey & Blanchard, 1977) will be an evaluation tool for instructors to assess participants' learning statuses.

Chapter III: Implementation

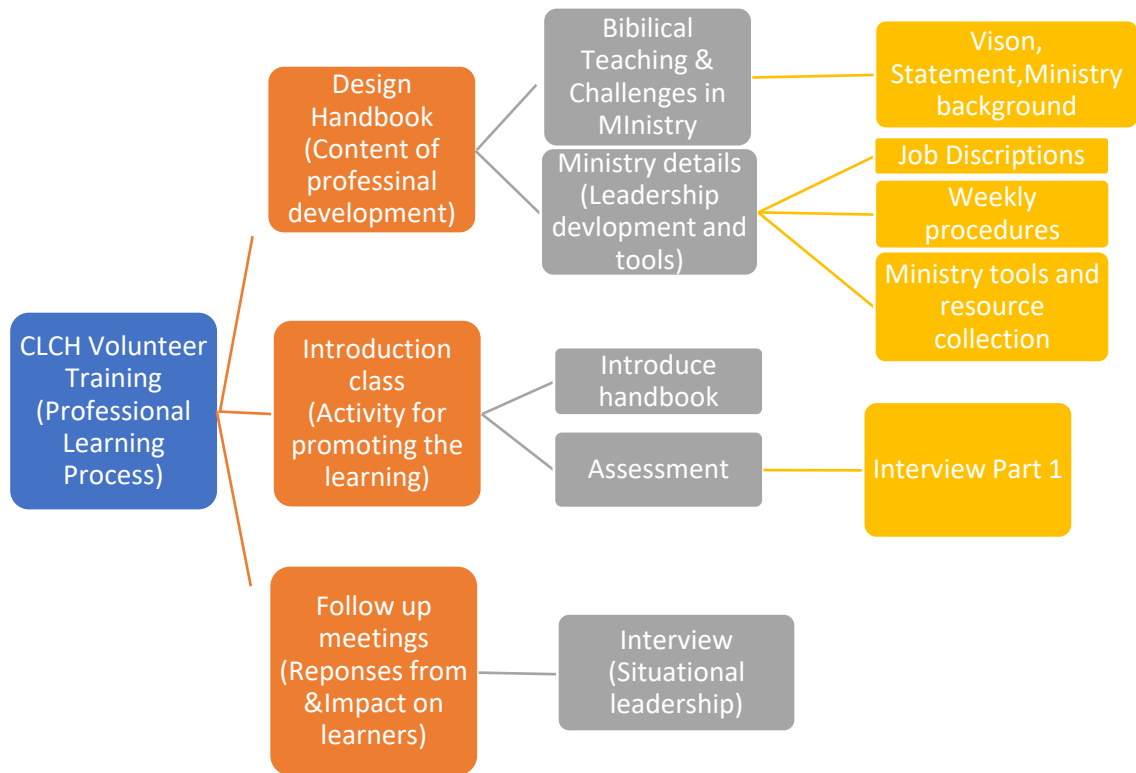
Introduction

The objective of this project was to establish a structured volunteer training process for leaders in the Children's Ministry, including the worship leader, lead teacher, support leader, and fellowship coordinators. The purpose was to provide them with a comprehensive framework (Figure.5) that would enable them to view the ministry in a systematic manner. Through this training process, volunteers would gain a deep understanding of the ministry's setting and procedures, allowing them to contribute to its growth and development in their respective roles. This project has the following goals:

- Helps leaders to understand the importance of systematic training for volunteers in children's ministry. This information includes a reference for the Bible's teachings about using gifts and time wisely for God's kingdom.
- Provide hands-on strategies for leaders to identify issues and individual needs in training volunteers and make better decisions in communication and problem-solving,
- Provide written down introduction, format, and templates for leaders to communicate with volunteers about ministry statement, procedures, job descriptions, and expectation of the commitment.
- Provide a handbook that includes guidelines, forms, and various tools for leaders to oversee and manage the training events, meetings, and follow-up with volunteers.
- Provide a collection of training sources, such as books, websites, blogs, social media, and videos from the internet.

Figure 5

A formal process of volunteer training



The Biblical teaching and challenges of ministry parts of the literature review are vital for the handbook content. It helps the ministry background, our vision, and our mission statement. The leadership development section will design the job descriptions and other detailed information in the four different service areas in our Children's ministry, as well as suggest processes for communication quality and frequency. The professional learning process and the analyzing framework (Timperly et al., 2007) gave solid volunteer training curriculum development methods. Designing a handbook provides important information for participants, and the one-on-one meetings and follow up give opportunities and activities for the instructor to promote the learning content and

build a positive relationship. Situational leadership (Hersey & Blanchard, 1977) is another critical piece for designing evaluation interview questions by asking target questions to recognize participants' understanding of the content, their preference for communication, and their learning capacity, all helpful for instructors to assess participants' learning statuses.

Procedure for development of the project

Recognizing the importance of strong leadership in ministry, I realized the need for a structured training program to equip leaders with the necessary skills, knowledge, and biblical foundations to effectively lead the Children's Ministry. Here is a detailed explanation of the steps I took to carry out the project:

I began by conducting assessments to understand the specific leadership development needs within the Children's Ministry. This involved conducting interviews, and observations to evaluate the skills and knowledge of our volunteer leaders and to identify the challenges they faced.

Based on the needs assessment, I developed a comprehensive training lesson that covered key leadership principles, biblical foundations, administration structures, mission statements, expectations, and available resources. The training was specifically tailored to address the unique needs and challenges of our Children's Ministry.

To support the training process, I created a handbook as a resource guide for our volunteer leaders (Appendix A). The handbook contained essential information on leadership and administration, including detailed explanations of key concepts, practical tips, and suggested activities. Our aim was to provide a solid foundation for our leaders' roles, aligning everything with biblical principles.

I initiated the training process (Appendix B) with an introductory meeting, where we emphasized the importance of leadership training in the context of our church. During this meeting, I introduced the handbook and explained its contents to the participants, setting clear expectations and ensuring everyone had a common understanding.

Throughout the training process, we focused on fostering an interactive environment. I encouraged participants to actively engage in discussions, ask questions, and share their thoughts. I incorporated regular pauses after each topic to allow for clarifications, feedback, and open exchanges of ideas.

Feedback was collected from the participants during the initial meetings and follow-up interviews (Appendix C). I carefully analyzed their input, identifying both positive aspects and areas for improvement. This feedback played a crucial role in making necessary adjustments, such as addressing time constraints, incorporating diverse learning methods, and providing ongoing support beyond the training sessions.

Evaluation of the curriculum's effectiveness.

Two parts of the interview questions assessed the effectiveness of this leadership training process. In the first meeting, after introducing the handbook the following interview questions were asked:

- Which part of the handbook do you share common opinions and find yourself highly agreeing with?
- Which part of the handbook you found hard to understand, and what are your questions about those content?
- Which part of the handbook did you found challenging? Could you describe your current situation?

- Before our next meeting, what changes do you want to make in your work? Would you explain any action plan?

The second part is feedback on the handbook and the training process. Questions that I asked the participants in the last follow-up meeting:

- How would you rate this training? 0 is the lowest point, and 10 is the highest.
- Which part of this handbook, practice, and training did you find helpful, and how did it help you?
- Which part of this training process did you find challenging? Could you describe the situation?
- How would you use this handbook and training process to help your current servant team? Please give at least one example.
- What other topics and content areas do you suggest adding to the handbook and leadership development training in the children's Ministry? Would you also explain the reasons?
- What are your major take-aways about the leadership development process?
- Would you like to have more follow-up meetings in the future? How often would be available for you?

Artifacts

The CLCH Children's Ministry Leadership Handbook is a comprehensive guide designed to provide clear direction and support for leaders and teachers involved in the children's ministry at the CLCH church in Honolulu, Hawaii. The handbook aims to equip ministry leaders with the necessary tools, knowledge, and resources to effectively carry out their roles and responsibilities in nurturing and educating children in the church community.

This comprehensive handbook was developed as a central resource for the training program. It contained essential information on leadership and administration structure, mission statements, expectations, resources, and more. The handbook was designed to align with biblical principles while addressing the unique needs and challenges specific to the Children's Ministry.

Various training materials were created to support the learning process, including teaching resources, activity guides, and visual aids. These materials were designed to engage participants and enhance their understanding of leadership principles and their application in the context of the Children's Ministry.

Transcripts of interviews conducted with five volunteer leaders in the ministry were recorded and analyzed. These interviews provided valuable insights into the effectiveness of the project and the impact it had on the participants' leadership capabilities and their experiences within the Children's Ministry.

The project had a significant impact on the leadership skills of the volunteer leaders. Through the training program, participants reported an increase in their confidence, knowledge, and ability to effectively guide and administer the Children's Ministry. They demonstrated a deeper understanding of biblical foundations and leadership principles, which positively influenced their leadership capabilities.

The project also equipped participants with the necessary skills to make informed and effective decisions in various aspects of the Children's Ministry. They expressed a greater ability to analyze situations, consider different perspectives, and apply sound judgment in their decision-making processes. This resulted in more thoughtful and impactful leadership within the ministry.

The training process emphasized the importance of communication and collaboration within the ministry. As a result, participants reported improved communication skills, including active listening, effective feedback, and clear articulation of ideas. They also demonstrated a greater willingness to collaborate with their fellow team members, resulting in a more cohesive and productive ministry environment.

The project had a positive impact on the participants' level of engagement and commitment to the Children's Ministry. They expressed a renewed sense of purpose and dedication, feeling more motivated and inspired to serve and make a difference in the lives of children and families within the church community. The training program provided them with the tools and knowledge necessary to create a nurturing and impactful environment within the ministry.

Through participant feedback and evaluation, the project team identified areas for improvement and adaptation within the training program. This commitment to ongoing refinement ensured that the project remained relevant and effective, addressing the evolving needs and challenges of the Children's Ministry.

Results

Handbook Content Reception: Among the 5 participants, 80% expressed high agreement with the content of the leadership and administration structure section, followed by the Children's Ministry mission statement section. The guidance for fellowship coordinator and worship leader sections both received 70% agreement. However, there were areas of the handbook that some participants found hard to understand or apply, such as the mission statement and expectations for different positions.

Challenging for participants: Some sections of the handbook were identified as challenging by the participants. These sections include guidance for classroom leaders, year-round events planning, guidance for worship leaders, leadership and administration structure, and purchase ordering system. Participants expressed questions and concerns regarding the evaluation criteria for classroom leaders, collaboration with fellowship leaders, development of worship programs, training of support staff, and adapting the handbook to meet the specific needs of each fellowship.

Effectiveness of the Training: The overall rating of the training varied among participants, ranging from 6 to 8 on a scale of 0 to 10 (Appendix C). The participants found the structure of the handbook helpful in providing a comprehensive understanding of the ministry. The training process, including the introduction meeting and follow-up interviews, was seen as a valuable opportunity for reflection and goal setting. However, some participants expressed challenges related to time management and information overload.

Utilization of Handbook and Training: Participants expressed intentions to utilize the handbook and training to improve their current servant teams. Examples included conducting individual meetings with class teachers and assistants, sharing the handbook and guidance with fellowship leadership teams, exploring further development of the leadership handbook and training, and using instructions and training for fellowship staff.

Future Follow-Up Meetings: Participants generally expressed interest in having more follow-up meetings in the future, with varying availability depending on personal schedules and commitments. One participant suggested a weekly prayer meeting for the

entire Children's Ministry, while others expressed flexibility in setting meeting times every two months.

Limitations: Participants mentioned challenges with finding time for formal meetings due to their busy schedules. Limited availability may affect the frequency and depth of training sessions and follow-up meetings. Some participants expressed a preference for direct communication over reading the handbook. The training process primarily focused on written materials, which may not cater to all learning styles and could result in reduced engagement or comprehension for certain individuals. One participant mentioned feeling overwhelmed by the amount of information presented in the handbook. The extensive content could be difficult to process and implement effectively, potentially hindering the training's impact. The training plan appears to have a fixed structure and content. While the handbook covered various aspects of leadership, participants expressed the need for more tailored information to meet specific fellowship or age group requirements. The rigid structure may limit adaptability to unique ministry needs. The training process primarily involved participants reading the handbook and attending meetings. There might be a lack of interactive activities, group discussions, or practical exercises that could enhance engagement and application of the learned concepts. While follow-up meetings were conducted, it is unclear if there are ongoing support mechanisms or resources available to participants beyond the training sessions. Sustained support is crucial for long-term development and implementation of learned skills and knowledge.

Overall, the assessment data indicates a positive reception to curriculum training plan and handbook content, while also highlighting areas that require further clarification

and development. The participants' feedback and suggestions provide valuable insights for enhancing the curriculum's effectiveness and addressing the specific needs of the Children's Ministry in the future.

Chapter IV: Reflective Essay

Introduction

The project aimed to develop the leadership capabilities within the Children's Ministry at CLCH through a comprehensive training program. This reflective essay explores the journey of designing and implementing the training process while examining its strengths, limitations, and the valuable insights gained from participants.

Recognizing the significance of strong leadership in ministry, the project team identified the need for a structured training program that would equip leaders with the necessary skills, knowledge, and biblical foundations to effectively guide and administer the Children's Ministry. The goal was to empower leaders to provide a nurturing and impactful experience for children and families within the church community.

The training process began with an introductory meeting that emphasized the importance of leadership training in the context of CLCH. The meeting served as a platform to introduce the handbook, which contained essential information on leadership and administration structure, mission statements, expectations, resources, and more. The handbook's content was designed to align with biblical principles while addressing the unique needs and challenges specific to the Children's Ministry.

Throughout the training process, the team placed a key focus on fostering an interactive environment, encouraging participants to actively engage in discussions and ask questions. Regular pauses were incorporated after each topic, allowing participants to share their thoughts, seek clarifications, and provide feedback. The team understood the importance of creating a safe and inclusive space where participants could freely express their opinions and concerns.

Feedback from participants during the initial meetings and follow-up interviews shed light on both positive aspects and areas for improvement within the training process. Participants expressed agreement with certain sections of the handbook, such as the Children's Ministry mission statement and the leadership and administration structure. These sections resonated with their own beliefs and provided a solid foundation for their leadership roles.

However, challenges were also identified, including time constraints, varying learning preferences, information overload, and the need for greater flexibility and customization within the training materials. These limitations highlighted the importance of addressing individual needs, incorporating diverse learning methods, and providing ongoing support beyond the training sessions.

Despite the limitations, the training process exhibited several strengths. Participants found the overall structure of the program to be beneficial, as it offered a comprehensive overview of the ministry. The training process, including the evaluation questions, training materials, and resources provided in the handbook, were regarded as valuable references that assisted participants in their leadership roles.

Conclusions

Action plans are crucial for personal growth and progress in volunteer ministry. Clear action plans help volunteers stay focused, motivated, and organized, providing a roadmap to follow and preventing them from feeling overwhelmed or directionless. By outlining specific goals and steps, volunteers can track their progress and celebrate their achievements, boosting confidence and encouraging continued engagement in the ministry.

Patience is key in church ministry. Ministry work often involves navigating complex dynamics, addressing various needs, and implementing changes within a larger organizational structure. It's important to recognize that progress may not happen overnight. By practicing patience, volunteers can maintain a positive attitude, persevere through challenges, and cultivate a long-term perspective for the growth and impact of the children's ministry. Asking thoughtful questions can also facilitate constructive conversations and encourage others to reflect on different perspectives, leading to better decision-making and implementation.

Learning and active participation build confidence. Engaging in continuous learning and actively participating in training and development opportunities help volunteers gain new knowledge, skills, and perspectives. This growth empowers them to take on new responsibilities, tackle challenges, and contribute effectively to the ministry. As volunteers become more knowledgeable and experienced, their confidence grows, enabling them to take on leadership roles, mentor others, and positively influence the children's ministry's overall success.

Regular self-assessment and goal setting are important. Volunteers should periodically assess their own performance, strengths, and areas for improvement. By setting goals for personal growth and aligning them with the ministry's objectives, volunteers can stay focused and motivated. Regular self-reflection helps volunteers identify areas where they can enhance their skills, seek additional training or support, and continuously develop as leaders in the children's ministry. This process ensures ongoing improvement and effectiveness in their roles.

Collaboration and leadership skills are vital for fostering growth in the ministry. While individual contributions are valuable, the true potential of the children's ministry can be realized through collaboration and effective leadership. Volunteers should strive to build strong relationships with their fellow team members, encourage open communication, and leverage each other's strengths. Developing leadership skills, such as delegation, decision-making, and conflict resolution, enables volunteers to guide and inspire others, effectively manage projects and initiatives, and create a positive and cohesive environment within the ministry. By harnessing the collective talents and resources of the team, the children's ministry can achieve greater impact and sustainable growth.

In conclusion, the training program undertaken to enhance the Children's Ministry leadership at CLCH was a valuable learning experience for both the project designer and the participants. The project provided insights into the importance of structured training, the challenges faced in implementing such programs, and the need for ongoing support and flexibility. By continually refining and adapting the training process, CLCH can empower its leaders to create a nurturing and impactful environment that positively influences the lives of children and families within the church community.

Recommendations

It is crucial to address the challenges identified by participants in different sections of the curriculum. Revisit and revise the areas that received mixed feedback or were deemed challenging to ensure clarity, coherence, and alignment with the desired learning outcomes.

Participants expressed difficulties with the guidance provided for classroom leaders, particularly in terms of evaluating teaching quality. Develop additional resources or training materials specifically designed to support classroom leaders, focusing on effective evaluation techniques, and providing guidance on maintaining high teaching standards.

Review and refine the mission statement of the curriculum to accurately reflect the educational goals and values. Gather feedback from participants and other stakeholders to develop a clear and inspiring mission statement that effectively guides the curriculum development process.

Note the variations in general expectations for teachers and curriculum leaders identified by participants, which presented challenges. Foster consistency and coherence within the curriculum implementation by developing a unified set of expectations that clearly outline the roles, responsibilities, and standards expected from all educators involved.

Implement strategies to promote diversity and inclusivity in the curriculum materials, resources, and examples used. Actively seek and incorporate diverse perspectives, cultures, and experiences to enrich the curriculum and create a more inclusive learning environment.

Establish an ongoing professional development program to ensure continuous growth and improvement among educators. Utilize regular workshops, seminars, and collaborative learning opportunities to provide continuous learning and skill enhancement.

Streamline curriculum development processes and ensure efficient communication channels to help educators effectively collaborate and stay updated on curriculum revisions, instructional strategies, and assessment practices. Enhance efficiency and communication within the curriculum development team through clear timelines, well-defined roles, and technology tools for collaboration.

Establish a systematic feedback and evaluation mechanism to continuously improve the handbook and training process. Regularly seek input from church ministers, students, and other stakeholders to identify strengths, weaknesses, and areas for further development in this leadership training process.

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Appendix A: Handbook

**CLCH CHILDREN'S MINISTRY
LEADERSHIP HANDBOOK (2023)
檀香山华人信义会儿童主日学管理手册 (2023)**

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CHILDREN'S MINISTRY MISSION STATEMENT

我们的使命是与基督徒父母合作，帮助主日学的孩子们认识、热爱、并跟随救主耶稣。

Our mission is to work with Christian parents, help children know, love and follow the Lord Jesus.

儿童工作服事对象 Who do we serve

我們所服事的對象是從出生到五年級的孩子。

The children we serve are from Newborn to 5th Grade.

具体目标 Our goals

認識救主耶穌 To know Jesus:

- 孩子認識到自己是一個罪人；
The child admits that he/she is a sinner.
- 孩子相信耶穌是救主；
The child believes that Jesus is the Savior.
- 孩子相信跟隨耶穌才是進入天堂的唯一途徑。
The child trusts in Jesus as the only way to heaven.

熱愛救主耶穌 To Love Jesus:

- 有固定讀經和禱告的時間；
The child reads the Bible and prays to God on a regular basis.
- 孩子用上帝的眼光來看自己、周圍的人和事；
The child looks at his/herself, other people and things through God's perspective.
- 孩子愛人如愛己。
The child loves others as him/herself.

跟隨耶穌 To follow Jesus:

- 孩子公開承認自己的信仰；
The child admits that he/she believes in the Lord openly.
- 孩子在生活中將上帝放在首位；
The child put God first in every aspect of his/her life.
- 孩子將會去耶穌要他/她去的地方，做耶穌要他/她做的事。
One day, the child will go anywhere and do anything for the Lord Jesus.

实施办法 Ways to achieve our goals

- 以聖經為中心的教材來教導孩子學習上帝的話語；

Teach children God's Word with a Bible-centered curriculum.

- 每個月向孩子講授一堂專門的福音課程；
Teach children evangelical lessons once a month.
- 向孩子提供領袖及門徒訓練課程；
Offer leadership training for the children as well as discipleship training by partnering children with parents or godly adults.
- 向父母提供以聖經為中心的資源來幫助父母以聖經的原則教導孩子、堅固孩子的信心；
Equip parents with biblical resources to parent their children within the biblical frame and build strong faith in their children.
- 鼓勵孩子將從聖經中所學習的真理運用在家裡、學校、及社區。Encourage children To live out what they have learned from the Bible through serving at home, at church or in the communities.
- 通過 VBS, CEF Day Camp, 及其它的對外兒童服事來接觸社區孩子，將他們引向耶穌。
Reach out to the community children and bring them to the Lord Jesus through VBS, CEF Day Camp, and other outreach programs.

檀香山華人信義會人工費兒童事工同工職責範圍 GENERAL EXPECTATIONS

(Job Descriptions for Classroom Teacher & Other Volunteers)

歡迎您加入我們的兒童事工老師隊伍！您選擇了在上帝的國度裡一個最榮幸和最有意義的職分。我們應當將這個職分看成是上帝的呼召。

Welcome to the Children's Ministry Teachers' Team! You have chosen one of the most rewarding and honorable positions in the Kingdom of God. The task should be a spiritual calling, more than a job.

目標 PURPOSE

兒童事工的老師不僅是一個教育者，更是一個帶領學生歸向耶穌的領袖。其首要的任務是要拯救孩子的靈魂和幫助他們的靈命增長。作為一個孩子的領袖，老師首先要在每日的讀經和禱告中尋求更多地認識救主耶穌。

The teacher is not only an educator but also a leader of children to Christ. Therefore, the teacher's primary concern is for the salvation and spiritual growth of the children. As a children's leader, first and foremost you need to be consistently seeking to know the Lord Jesus better through daily prayer and Bible study.

資格 QUALIFICATIONS

- 基督徒並成為本教會會員至少六個月。
Believer in Christ and has become a member of CLCH at least six months.
- 忠心敬拜、讀經、禱告、並努力效法基督。
Committed to worship, Bible study, prayer, and Christlike living.
- 對事奉持積極的態度，並有一顆僕人的心。
Committed to having a positive attitude and a servant's heart.
- 關心教會和所在社區。
Committed to the church and its ministry in our community.

同工關係 RELATIONSHIPS

- 老師是在教會、牧師、兒童事工主任、及相關的團契同工的指導下服事。
The Teacher is under the supervision of and is responsible to the proper fellowship children's program coordinator, Children's Ministry director, pastor, and the church.
- 老師之間是合作的關係。
The teacher has a cooperative relationship with other teachers in the Ministry.
- 老師是學生的導師、幫助、榜樣、及靈裡的輔導。
The teacher is a guide, facilitator, spiritual counselor, and example to the students.
- 老師負責指導在教室裡所有的助教及家長。
The teacher is the leader of all class officers and parents.

責任 PERSONAL RESPONSIBILITIES

- 有固定的個人讀經和禱告的時間。固定參加教會的主日崇拜。
Have regular quiet time alone with God through Bible study and prayer. Come to Sunday service regularly.
- 參加老師會議及老師培訓課程。
Attend teacher meetings and teacher training courses.
- 定期評估自己的教學方法並找出需要改進的地方。
Evaluate his/her teaching periodically and find ways to improve its effectiveness.
- 為孩子的得救提供機會。
Provide opportunity for the salvation of each student.
- 為每一個學生懇切地提名禱告。
Pray earnestly for each student by name.
- 了解並支持所有兒童事工的工作。
Be aware and supportive of all Children's Ministry goals.
- 花充足的時間預備教學內容。閱讀、默想相關的聖經經文。
Prepare each lesson in a thorough manner. Read and meditate the relevant Bible scriptures.
- 提前 30 分鐘到達教會參加禱告、作準備及歡迎學生。
Arrive at church 30 minutes before the announced starting time for class to pray with other teachers, set up the classroom and welcome the students.
- 與學生一起參加詩歌敬拜。
Join the students in singspiration.
- 不可將學生單獨留在教室裡。
Never leave the students alone in the classroom.
- 如果不能來上課，請盡早通知相關負責人。
Notify the proper person well in advance of anticipated absences.
- 了解學生情況，如：姓名、屬靈歷程、需要、及家庭關係。並寫慰問卡給缺席的學生。
Become personally acquainted with each student, knowing such things as his/her name, spiritual experience, needs, and family relationships. Send a card to the absent student.
- 負責教學的前的一個月向相關負責人索取教學材料。如果需要額外的輔助材料請盡早告訴相關負責人。
Pick up the teaching materials from the proper person in charge one month before the actual teaching and tell the proper person if any extra material is needed in advance.
- 完成教學任務後，請按指示將老師使用的材料整理好並交給相關的負責人。

After finishing teaching, organize the teaching materials according to the instruction and give them back to the proper person in charge.

- 衣着整潔、端莊。
Dress respectably and neatly.

管教的原則 **Guidelines for discipline**

- 以上帝的眼光看孩子，以基督的愛來愛孩子。
Look at the children from God's perspective and love the children with Jesus' love.
- 用正面積極的言語對孩子講話，用溫柔但堅定的方法管教孩子。
Use positive language; be gentle but firm in disciplining the children.

领导力和管理团队

LEADERSHIP & ADMINISTRATION STRUCTURE

圣经关于领导力的提醒 **Biblical Teaching about Leadership**

「因为耶和华的眼目遍察全地，要坚定那些全心倚靠他的人。你行事愚妄，从今以后，你必有争战。」（《新国际版圣经》，历代志下 16:9）在世俗的眼中，领袖可能需要各种各样的经验、知识和能力，但在上帝手中，这些并不是必要的条件。上帝看到人的心，并赐能力给那些以诚实和忠诚追随他的人。

For the eyes of the LORD range throughout the earth to strengthen those whose hearts are fully committed to him. You have done a foolish thing, and from now on you will be at war” (2 Chronicles 16:9, NIV). In the eyes of the world, leaders may need all kinds of experience, knowledge, and abilities, but in the hands of God, these abilities are not necessary conditions. God sees the heart of man and gives power to those who follow with honesty and loyalty.

「你在许多见证人面前，听见我所教训的，也要交托那忠心能教导别人的人。」（《新国际版圣经》，提摩太后书 2:2）使门徒并培训信徒学习上帝的道路，是主所赐下的大使命。教会中的领袖培训应该着重于培养具备门徒领导意识的同工。

“The things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others.” (2Tim 2:2, NIV). To make disciples and train believers to learn the way of God is the great commission given by the Lord. Leadership training in the church should focus on cultivating co-workers with the awareness of leading disciples.

「他所賜的，有使徒、有先知、有傳福音的、有牧師和教師，為要成全聖徒，各盡其職，建立基督的身體，直等到我們眾人在真道上同歸於一，認識上帝的兒子，得以長大成人，滿有基督長成的身量。」（《新國際版聖經》，以弗所書 4:11-13）領袖的責任是裝備上帝的子民去作工並建立教會，基督的身體，直到我們在信仰和對上帝兒子的認識上達到一致，成為成熟並長成的主內人，達到基督的全備之身量。

“Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, to equip his people for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ” (Ephesians 4: 11,12, 13, NIV). Leaders’ responsibility is to equip God's people to do work and build up the church, the body of Christ, until we come to such unity in our faith and knowledge of God's Son, that we will be mature and full grown in the Lord, measuring up to the full stature of Christ.

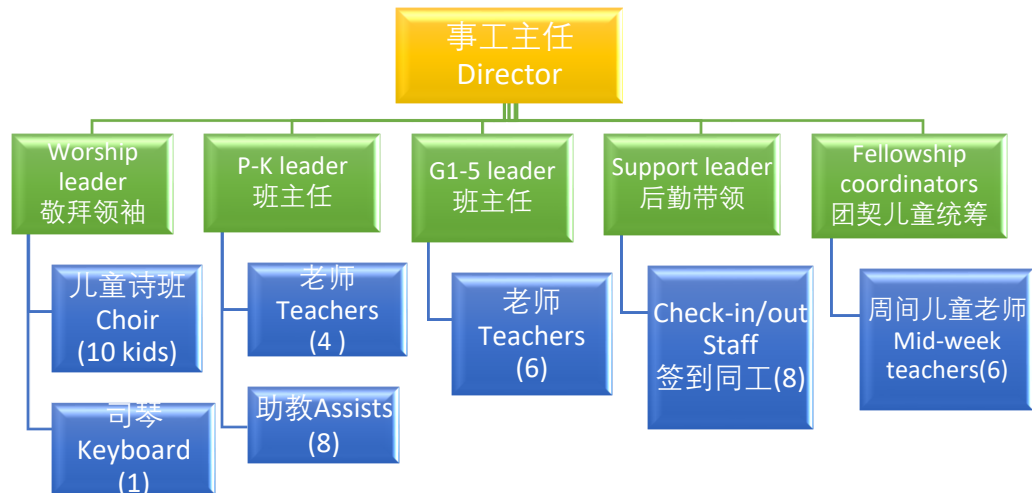
教會是由一群將大部分的事奉時間投入門徒培训的領袖所建立的。教會的使命是把福音帶到全世界，並教導每個新信徒從基督傳下來的一切，這就意味著需要發展領導力。教會的繁殖不僅僅是個人信徒的發展，而是教會聚集體的發展，或者更確切地說是信徒聚集體的發展成長。這些聚集體有著明確的組成結構，分配著各種角色和責任。這不是某個人為了促進權力和地位的妄自尊大而創造的。而是上帝親自把領袖們投入到教會中，以實現將分散個體的門徒轉變為全然獻身的跟隨者的預定設計。（摘自 Moss，2014 年）

The church was birthed by a leader who invested the majority of his ministry time mentoring new leaders. The very mission of the church, to take the gospel to the entire world and teach every new believer everything that was handed down from Christ, implies leadership. The multiplication of the church itself did not simply multiply individual believers, but rather, it multiplied the organizational gathering of those believers, or more precisely, follower gatherings. These gatherings had a clear hierarchical structure with distributed roles and responsibilities. This was not a man-made institution thought up to promote egotistical yearnings for power and position. God himself invested leaders into the church for the express purpose of fulfilling the intended design of turning disconnected disciples into fully devoted followers. (Moss, 2014).

Moss, B. K. (2014). *Leadership development in the local church: An intentional strategy for developing leaders at every level.*

Figure 1

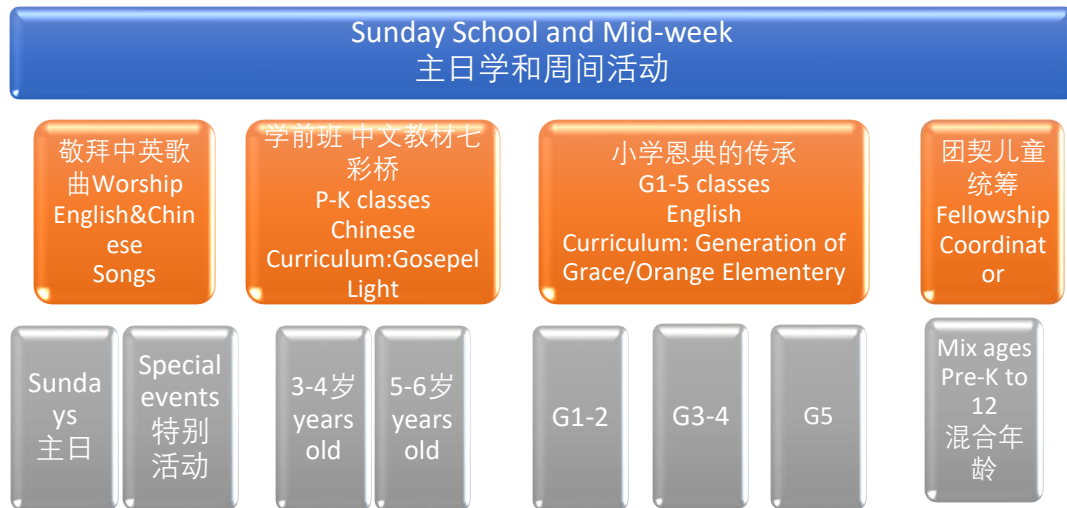
Leadership Structure 管理结构



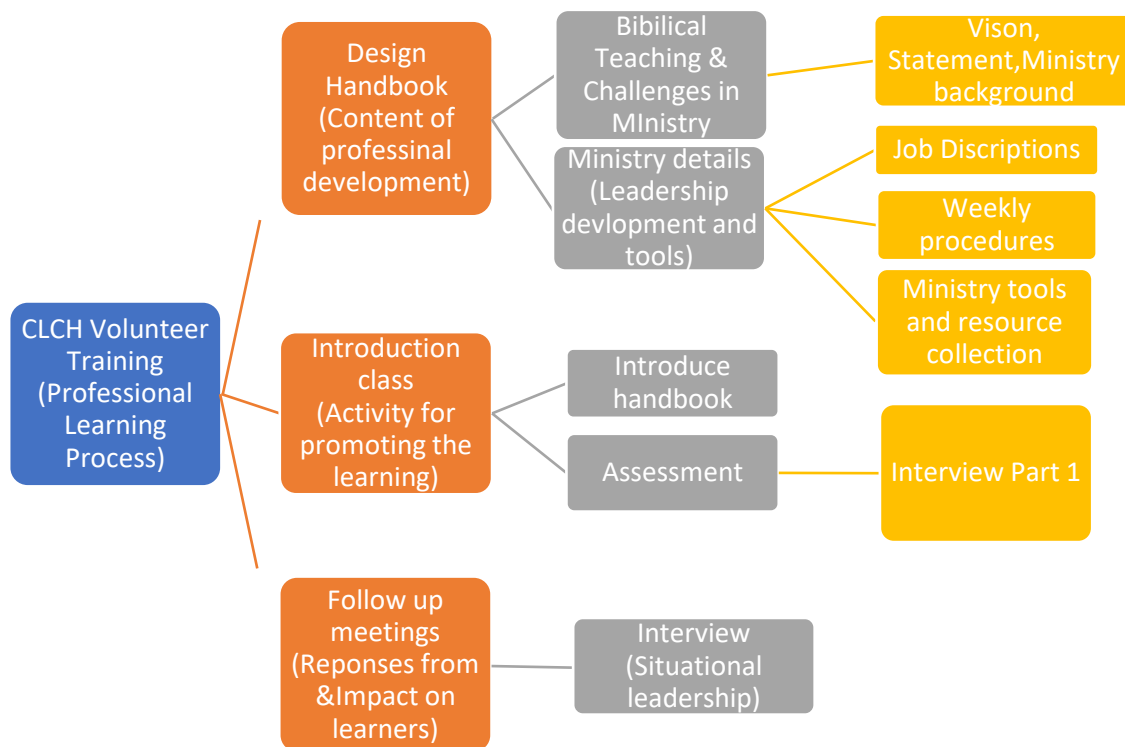
**Sunday school needs 5 teachers, 7 assists, 2 support staff weekly, this setting allow all volunteers to come to service at least one time every month. 每个主日儿童主日学至少需要 5 位老师, 7 名助教, 2 位后勤同工一共 14 位志愿者, 这样的安排允许现有人员每月至少前来服事一次。*

Figure 2

Program Structure 儿童事工结构



**This is the program structure from 2021 to present. 此构架适用于 2021 年到现今*

Figure 3*A formal process of volunteer training*

学习本手册的内容，带领者在首次会议上，介绍完手册后，将对参与者提出以下问题：

- 你在手册的哪个部分与我们意见相同，并且你非常赞同？
- 你发现手册的哪个部分难以理解，有哪些问题需要解答？
- 你觉得手册的哪个部分具有挑战性？能否描述一下你目前的情况？
- 在我们下次会议之前，你希望在工作中做出哪些改变？能否解释一下你的行动计划？

第二部分是对手册和培训过程的反馈。在最后的跟进会议中，我将向参与者提出以下问题：

- 你对这个手册的设计评分是多少？0 表示最低分，10 表示最高分。

- 你觉得这本手册、实践和培训的哪个部分对你有帮助？它是如何帮助你的？
- 你觉得这个培训过程中的哪个部分具有挑战性？能否描述一下情况？
- 你将如何利用这本手册和培训过程来帮助你的现任团队？请给出至少一个例子。
- 你建议在儿童事工的手册和领导力发展培训中添加哪些其他主题和内容？请解释原因。
- 关于领导力的学习过程，你有什么主要的收获？
- 你是否希望将来有更多的跟进会议？你每隔多久可以参加一次？

Participants were asked the following questions after introducing the contents of the handbook during the first meeting:

- Which part of the handbook do you agree with and strongly support?
- Which part of the handbook did you find difficult to understand, and what questions do you have?
- Which part of the handbook do you find challenging? Can you describe your current situation?

In the follow-up meeting, participants were asked the following questions regarding the handbook and the training process:

- On a scale of 0 to 10, with 0 being the lowest and 10 being the highest, how would you rate the design of this handbook?
- Which parts of the handbook, practice, and training have been helpful to you? How have they helped you?
- Which part of the training process has been challenging for you? Can you describe the situation?
- How will you utilize this handbook and training process to assist your current team? Please provide at least one example.
- What additional topics and content would you suggest adding to the handbook and leadership development training for children's ministry? Please explain the reasons.
- What were your main takeaways from the leadership learning process?

- Would you like to have more follow-up meetings in the future? How frequently would you be able to attend?

班主任管理指导 GUIDANCE FOR CLASSROOM LEADER

班主任职位需求和责任内容：

- 班主任对圣经真理熟悉，常常读圣经，有个人灵修祷告的习惯。
- 稳定参加主日崇拜和团契生活，任职期间委身参与事工管理，定期参加儿童部们会议和培训。
- 安排老师和助教同工每周班表，管理人事和教学计划
- 熟悉教材，课程内容，以及教课流程，需要时给老师和助教提供备课建议和讲课示范
- 学习[新老师三个月培训流程](#)，[儿童主日学新老师陪伴程序](#)，协助主日学主任帮助新老师进入服事。
- 掌握沟通和评估技巧，定期与班级内老师同工们跟进需求，为事工的需求祷告。
- 每月一次担任主日学值班老师，协助后勤事务
- 熟悉学生名单和表现，与班级老师合作安排学生升班以及每季度奖品发放
- 按需采购教学材料和班级消耗品，帮助老师打印文件
- 每学期组织一次班级老师的同工会，了解老师和助教的需求以及事工进展，也可以通过平时与各位老师一对一的沟通收集反馈
- 根据需要在特别节日或庆典组织活动，如复活节和圣诞节，母亲节和父亲节等。
- 根据需要定期与儿童主任报告事工进展，以谈话或者书面的形式分享阶段成果与挑战
- 关注自我成长和发展，明白并持守上帝赐下的异象和呼召。

Position Requirements and Responsibilities for Classroom Leader:

- The homeroom teacher should be familiar with biblical truths, regularly read the Bible, and have a personal habit of spiritual devotion and prayer.
- Attend Sunday worship and fellowship regularly, actively participate in ministry management during the tenure, attend regular meetings and training sessions of the children's department.
- Arrange weekly class schedules for teachers and assistants, manage personnel and teaching plans.
- Familiarize oneself with teaching materials, curriculum content, and teaching procedures, and provide lesson preparation suggestions and teaching demonstrations to teachers and assistants when needed.

- Learn the three-month training process for new teachers, accompany new teachers in children's Sunday school programs, and assist the Sunday school director in helping new teachers get involved in service.
- Master communication and evaluation skills, regularly follow up with teachers and colleagues in the class to address their needs, and pray for the ministry's needs.
- Serve as a Sunday school teacher on duty once a month and assist with logistical matters.
- Familiarize oneself with the student roster and performance, work with class teachers to arrange student promotions and quarterly prize distributions.
- Purchase teaching materials and classroom consumables as needed and assist teachers in printing documents.
- Organize a staff meeting for class teachers once a semester to understand their needs and the progress of the ministry, and collect feedback through individual communication with each teacher.
- Organize activities for special holidays or celebrations as needed, such as Easter, Christmas, Mother's Day, and Father's Day.
- Regularly report the progress of the ministry to the children's director as needed, sharing achievements and challenges through conversations or written reports.
- Focus on personal growth and development, understanding and adhering to the vision and calling bestowed by God.

教师备课 Pre-class Preparing

请至少周六前提前备课

- 灵修祷告
- 复习上周信息
- 学习教材
- 准备教案（含影音、手工等教具）
- 提前与教师助手确认教学内容

Please make sure to prepare for the lessons in advance by Saturday:

- Engage in spiritual devotion and prayer.
- Review the previous week's material.
- Study the teaching materials.
- Prepare lesson plans, including audiovisual aids, crafts, and other teaching tools.
- Confirm the teaching content with the teacher's assistant ahead of time.

主日学教学时间表 Sunday Schedule

3-6 岁班级

准备工作 Set Up Mats/Chairs/Tables (10:00-10:15 am)

课前教师祷告 Pre-class Prayer (10:15-10:10:30 am)
 敬拜时间 Worship (10:30-11:00 am)
 内容过渡 Transition
 圣经故事 Bible Story Time (11:00-11:15 am)
 内容过渡 Transition
 学习金句 Scripture Verse (11:15-11:25am)
 祷告结束教学 Closing Prayer 11:30 am
 休息 Restroom Time (11:30- 11:35 am)
 零食 Snack Time (11:35-11:50 am) /暂时没有
 Free time in the Classroom waiting for Parents (11:50-12:00)
 课后整理 Put the mats back. (12:00 am)

细节教学指南 ♂ Detailed Introduction

准备工作 Set Up

所有上課的老師；擺座椅板凳；擺玩具；預備上課所需要的東西。

Pre-class Prayer

所有上課的老師，由当日主讲教师同工帶領，為今天的项目禱告。

敬拜赞美 Worship

目的：1.在音乐赞美的环境里，吸引孩子；
 2.帮助孩子学习敬拜赞美和祷告，从小建立与神亲密的关系。
 3.音乐和小幅度律动能帮助还未认字的孩子融入课堂。

**方式：请参照敬拜咱们本指导手册的儿童敬拜流程，根据班级需要做调整*

内容过渡 Transition Songs

课堂中为了集中孩子注意力到下一小节的教学，通常会安排过渡歌曲。
 使用多媒体教学的老师，可以在网络搜索 *Transition Songs* 的视频，提前下载或者打开网页，在需要的时候播放给孩子。

老師領唱：“Do you know ‘what time it is?’ (2x)

It's clean up time.

Clean Up song: Clean up, clean up, everybody everywhere.

Clean up, clean up, everybody, do you share.

内容过渡目的：

- 不是教孩子童謠，而是吸引孩子的注意力
- 童謠可以是世俗的，但需要是健康的、與基督教的價值觀不相違背的
- 一到兩個簡短的童謠即可

讓孩子們坐下時可用：

Clap, clap, clap your hands. Shake them in the breeze.

Stamp your feet and turn around. Sit down if you please.

當孩子們坐下之後可用：

Criss cross, apple sauce. Hands in your laps.

Or

Criss cross, apple sauce just like me.

圣经故事 Bible Story Time

- 提前幾天備課，讀與故事相關的經文並加以默想。
- 用自己的話敘述一次故事，用幼童可以听得懂的语言。
- 为自己的讲课禱告，为孩子们和助教禱告。
- 求上帝賜智慧、喜樂及熱忱來傳講祂的話語。
- 為每一個孩子禱告，求上帝幫助他/她明白祂的話語。
- 不要看稿子，用自己的話練習講故事。

*溫馨提示：

故事开始前的禱告 *Beginning Prayer:*

Hands we fold. Heads we bow.

Eyes we close. So, we can talk to God just now.

Bible Story:

以下面的句子開始：*It is our Bible story time. Our true Bible story is from the Bible. It is from the Book of* 然後翻開聖經給孩子們看。

Bible Story 需要包括：

1. *Subject sentence.*
2. *Opening sentence.*
3. *Closing sentence.*
4. 解釋難懂的字。

Questions:

1. 一定要問的問題：*Where is our true Bible story from?* 今天的圣经故事是出于哪本书？
2. 只問 *Who, what,* 的問題。
3. 對4-5 歲的孩子，可問 *How, why* 的問題。

圣经金句 Scripture Verse

活动：用與聖經故事有關的一些圖片或剪紙。

结束禱告 *Ending Prayer:*

Thank God for the Bible story and

Transition:

可用下面的 Finger play 來讓孩子起來:

Jack in the box. (2x)

Sitting so still.

Won't you come out? (2x)

Yes, I will.

Restroom Time

提醒孩子排队、慢行，这是是孩子學習順福、守規矩、謙讓的好機會。

Snack Time

目的: 1. 讓孩子能補充一些能量;

2. 給機會給孩子學習餐桌禮儀以及基督教的價值觀和美德.

3. 更重要的是提供一個機會加強孩子對聖經故事的理解。

G1-5 年級班

10:00 老师们入教室准备桌椅电脑等设备

10:15 参加老师团队祷告

10:30 - 11:00 儿童敬拜时间, 请老师来小礼堂一起参加

11:00 - 11:05 5 分钟休息, 帶孩子去上厕所, 喝水

11:05 - 11:30 教师授课 Lesson time 给学生发作业纸和 coloring 彩笔,

11:30-11:45 如果有手工, 剪刀和胶等材料都在教室储藏柜里

11:45-12:00 课堂结束 如果家长还没有结束, 可以让孩子们玩游戏, 看 YouTube 动画视频来结束今天课。

教材介绍 Curriculum Introduction

"恩典传承" (Generation of Grace) 是一套基督教主日学教材, 旨在向孩子们传授上帝的恩典和救恩信息, 并帮助他们建立稳固的信仰基础。这套教材以圣经为基础, 结合创意和互动的教学方法, 为孩子们提供有趣且富有意义的学习体验。

教材特点:

- 圣经中心: 教材注重将圣经作为教学的核心, 通过故事、经文解释和活动来帮助孩子们理解上帝的话语和救恩信息。
- 渐进式学习: 教材根据孩子们的年龄和发展阶段, 提供逐步深入的学习内容, 帮助他们逐渐建立起对基督教信仰的理解和扎实的根基。
- 创意互动: 教材注重通过创意和互动的方式来吸引孩子们的注意力和参与度, 包括手工艺、游戏、音乐等活动, 使学习变得有趣而生动。

- 教师资源：教材提供了丰富的教师资源，包括教学指南、课程计划、活动建议和辅助材料，帮助教师更好地准备和引导课程。

如果您想了解更多关于"恩典传承" (Generation of Grace) 主日学教材的信息，您可以访问以下官方网站：

网站名称：Generation of Grace 网址：<https://www.generationofgrace.com>

在该网站上，您可以找到有关教材内容、教学资源、购买方式以及支持和培训等信息。祝您在使用"恩典传承"主日学教材时取得圆满的成果！

"Orange Curriculum"是一套基督教儿童和青少年教育课程，旨在帮助教会和家庭共同合作，为孩子和青少年提供全面的信仰教育。该课程注重建立健康的家庭教育模式，将教会和家庭的力量结合起来，以培养孩子和青少年的信仰、品格和属灵成长。

教材特点：

- 教会和家庭合作："Orange Curriculum"鼓励教会和家庭共同参与孩子和青少年的教育，通过提供教会课程和家庭资源，建立合作伙伴关系，共同培养信仰。
- 整全性教育：该课程致力于孩子和青少年的全面成长，包括他们的信仰、品格、社交技能和服务精神等方面的培养。
- 创意教学：教材通过创意的教学方法和多媒体资源，为孩子和青少年提供有趣、互动和实际的学习体验，使他们能够更好地理解和应用教义。
- 简化课程：课程设计简洁明了，易于教师和家长使用。教材提供了详细的课程计划、活动建议和家庭资源，帮助教师和家长更好地引导孩子和青少年的成长。

如果您想了解更多关于"Orange Curriculum"的信息，您可以访问以下官方网站：

网站名称：Orange 网址：<https://thinkorange.com>

"中文七彩桥"是一套基督教儿童主日学教材，旨在以中文教授圣经知识和基督信仰。该教材适用于华人教会或有中文背景的儿童，以培养他们对圣经故事、信仰原理和属灵成长的理解和认识。

教材特点：

- 中文教学："中文七彩桥"教材以中文为主要教学语言，使学生能够在母语环境中学习圣经教义和信仰知识。
- 适用年龄：教材适用于不同年龄段的儿童，通常划分为幼儿组、小学组和青少年组，以便更好地满足不同年龄层次的学生需求。
- 圣经故事和教义：教材涵盖了圣经中的重要故事和基督教信仰原理，帮助学生了解圣经的教导和信仰的基础。
- 互动学习：教材采用互动的学习方式，包括故事讲解、活动、游戏和小组讨论等，以促进学生的参与和理解。

- 实践应用：教材鼓励学生将所学的圣经知识应用到日常生活中，培养他们的品格和信仰行为。

如果您想了解更多关于"中文七彩桥"教材的信息，您可以访问以下官方网站：

网站名称：中文七彩桥 网址：<https://www.qicaiqiao.org/>

如何策划一场家庭活动 **How to Plan an Event**

当计划教会里的孩子和家庭活动，如复活节和圣诞节，以下是一个基本的流程和注意事项供班级领导参考：

确定活动目标和主题：

- 确定活动的目的和主题，例如强调复活节或圣诞节的意义和教导。
- 确定活动适合的年龄群体和参与人数。

制定计划和时间表：

- 确定活动日期、时间和地点，预留足够的时间进行准备和清理。
- 制定活动的详细时间表，包括各个节目和活动的开始和结束时间。

确定节目和活动：

- 选择适合主题的节目和活动，如歌唱、舞蹈、戏剧表演、圣经故事讲述等。
- 考虑安排互动游戏、手工艺活动或传统习俗，以增加参与度和娱乐性。

准备和协调资源：

- 确定所需的道具、装饰和音响设备，并进行准备和调查。
- 协调和联系志愿者，确保他们能参与到所需的节目和活动中。

宣传和邀请：

- 制作宣传海报或传单，包括活动的时间、地点和联系方式，并发送给教会成员和社区。
- 邀请家庭和孩子们参加活动，鼓励他们邀请朋友和邻居一起参与。

准备礼物和食品：

- 考虑为孩子们准备小礼物或奖品，以增加他们的参与和兴趣。
- 考虑提供简单的饮品、小吃或甜点，使活动更加欢乐和温馨。

安排节目顺序和指导：

- 确定节目和活动的顺序，并制定详细的指导方案，以便参与人员了解他们的角色和职责。
- 与参与的老师、志愿者和孩子们进行彩排和指导，确保他们了解活动的流程和要求。

活动当天的准备：

- 提前到场，确保场地的布置和道具的准备完善。
- 确保音响和其他设备的正常运作，进行必要的测试和调整。

活动的进行：

- 遵循时间表和指导方案，确保活动按计划进行。
- 与参与者和观众互动，提供必要的引导和支持。

活动结束后：

- 整理和清理现场，确保场地的整洁。
- 感谢参与者、志愿者和观众的支持和参与。

注意事项：

- 提前计划和准备活动，留出足够的时间来处理可能出现的问题。
- 确保活动内容和节目与基督教的价值观和教导相符。
- 确保活动安全，提供适当的监管和保护措施，特别是对于年幼的孩子。
- 激发参与者的兴趣和参与度，提供互动和娱乐性的节目和活动。
- 与教会其他部门和领导密切合作，确保活动的顺利进行。

这些步骤和注意事项将帮助您规划和组织教会的复活节和圣诞节活动，为孩子和家庭带来有意义和难忘的体验。祝您活动顺利！

敬拜赞美统筹指导

GUIDANCE FOR WORSHIPLEADER

敬拜赞美统筹职位需求和责任内容：

作为儿童敬拜赞美带领指导，您将负责每周安排周日儿童敬拜的程序，包括代领人的选择和安排其他孩子服事的职务。您还将组织和指导儿童敬拜小组和儿童合唱团的活动，并在敬拜过程中负责祷告和收奉献。

儿童敬拜流程 Children's Worship

儿童敬拜程序安排：

- 每周安排和组织儿童敬拜的程序和活动。
- 确保适合孩子们年龄的敬拜内容和歌曲选择。
- 安排代领人，并协调其他孩子服事的职务，如读经、领唱、舞蹈等。
- 儿童敬拜小组和儿童合唱团：
 - 组织和指导儿童敬拜小组的活动，包括歌曲练习、舞蹈编排等。
 - 激发孩子们对赞美和敬拜的热情，帮助他们发展音乐和表演技巧。
 - 定期举办儿童合唱团排练，确保他们的演唱质量和协调性。

祷告和收奉献：

- 在儿童敬拜过程中负责领祷告，表达感恩和祈求。
- 协助收取儿童敬拜时的奉献，并确保收集的款项正确记录和使用。

儿童敬拜团队合作：

- 与其他儿童敬拜团队成员密切合作，共同策划和组织特殊活动和节日庆典。
- 参与定期团队会议，分享经验和建议，以不断提升儿童敬拜的质量和效果。
- 掌握沟通和评估技巧，定期与参与敬拜服事的老师同工们跟进需求，为事工的需求祷告。
- 每月一次担任主日学值班老师，协助后勤事务

要求和技能：

- 热爱儿童，关心他们的属灵成长。
- 具备良好的音乐和表演技巧，能够带领孩子们参与歌唱和舞蹈。
- 具备组织和协调能力，能够合理安排敬拜程序和指导儿童团队。
- 具备良好的沟通能力，能够与孩子、家长和团队成员有效地交流。
- 具备团队合作精神，能够与其他团队成员和谐合作。

希望这份工作说明能帮助您明确儿童敬拜赞美带领指导的职责和要求。祝愿您在这个志愿者职位上取得圆满的成果，为孩子们带来美好的敬拜体验和属灵成长！

Job Summary:

As the Worship Leader - Children's Worship and Praise, you will be responsible for organizing the Sunday children's worship program, including selecting worship leaders and assigning other children to serve in various roles. You will also organize and lead activities for the children's worship team and children's choir. Additionally, you will lead prayers and facilitate the collection of offerings during the worship service.

Responsibilities and Tasks:

Organization of Children's Worship Program:

- Plan and organize the weekly children's worship program and activities.
- Ensure age-appropriate worship content and song selection for the children.
- Arrange worship leaders and coordinate other children's roles such as scripture reading, leading songs, and dance.

Children's Worship Team and Children's Choir:

- Organize and lead activities for the children's worship team, including song rehearsals and dance routines.
- Inspire children's enthusiasm for worship and praise and help them develop their musical and performance skills.
- Conduct regular rehearsals for the children's choir, ensuring the quality and coordination of their performances.

Prayers and Offering:

- Lead prayers during the children's worship service, expressing gratitude and offering supplications.
- Assist in collecting offerings during the children's worship service and ensure proper recording and usage of the collected funds.
- Collaboration with Children's Worship Team:
- Work closely with other members of the children's worship team to plan and organize special events and holiday celebrations.
- Participate in regular team meetings, sharing experiences and suggestions to continuously improve the quality and effectiveness of children's worship.

Requirements and Skills:

- Love for children and a genuine concern for their spiritual growth.
- Proficiency in music and performance skills to lead children in singing and dancing.
- Strong organizational and coordination abilities to plan worship programs and guide children's teams.
- Excellent communication skills to effectively engage with children, parents, and team members.
- Ability to work collaboratively as part of a team and maintain harmonious relationships.

We hope this job description helps clarify the responsibilities and requirements of the Worship Leader - Children's Worship and Praise role. We wish you success in your volunteer position, bringing wonderful worship experiences and spiritual growth to the children!

CLCH 兒童詩班

學員在團隊中學習以歌聲敬拜神。學員按年齡加入敬拜合唱團，並帶著使命學習。

組別	年齡	屬靈意義及使命
小精兵組	7-12 歲	強調穿起屬靈的全副軍裝，學習順服、守紀律及團隊精神。裝備兒童成為未來音樂事奉領袖，並配合教會事工特別是兒童部崇拜事工的發展，成為慕道家庭接觸福音的平台。

> 家長小組

*兒童詩班不單關心學員的生命，也重視學員的家庭，因此定期舉行家長小組，除了為家長們提供教養孩童上的資源外，更盼望能建立一個彼此同行、守望的分享平台。

> 同工小組

*由一位帶領老師負責組織排練，聯絡家長，統籌樂手。

*1-2 位助手(家長或志願者)協助支持排練，崇拜及事工服事的現場。

*2-3 位樂手在練習，崇拜及事工服事時與合唱團合作。

***參與學員的家長/監護人/同工必須為基督徒，並認同兒童詩班的使命，一同建立和栽培兒童的敬拜生命。**

練習時間及場地：

檀香山華人信義會 1640 Liliha St, Honolulu, HI 96817

(根據情況做調整) 每个月第一和第三个星期六 4 点半到 5 点半

屬靈培育及靈修計劃

每次練習除了唱歌訓練外，也會加插活動時間以培育兒童生命的成長，並透過操練禱告，靈修和應用，鼓勵學員在生活中以行動實踐聖經的教導。

申請資格：

> 7-12 歲兒童 (小精兵組)

> 喜愛音樂的小朋友。如果了解基礎樂理，會樂器最佳。

> 有穩定的教會生活

> 父、母或監護人，其中一人必須為基督徒，正式成為 CLCH 會員至少 6 個月，並認同 CLCH 兒童事工之異象及方向，願意一同承擔教育孩童的責任。

> 每年春季和秋季學期各招生一次，入團後如果連續 3 次無法參加排練，則視為自動放棄團員身份。再次加入需要等待下期招生。

行政費用：

報名免費

兒童詩班 2023 年有預算\$200，如果有關於材料，服裝等的開銷，可根據情況在現有的兒童事工預算裡申請。

CLCH Children's Choir

Mission and Vision of CLCH Children's Ministry: Our mission is to work with Christian parents to help the children of Sunday School know, love, and follow our Lord Jesus Christ.

The students learn to worship God through singing in a team. Students join the worship choir according to their age and learn with a mission.

Group Age Spiritual Significance and Mission Little Warriors Group 7-12 years old
Emphasis on putting on the full armor of God, learning obedience, discipline, and team spirit. Equip children to become future music ministry leaders and cooperate with the

development of the church's ministry, especially the worship ministry for children, to become a platform for non-believing families to be exposed to the gospel.

Parent Group *The children's choir not only cares about the lives of the students, but also values their families. Therefore, parent groups are held regularly to provide resources for parents in raising their children, and to establish a sharing platform of mutual support and watchfulness.

Ministry Team *One teacher is responsible for organizing rehearsals, contacting parents, and coordinating with musicians. *1-2 assistants (parents or volunteers) help support rehearsals, worship, and on-site ministry service. *2-3 musicians cooperate with the choir during practice, worship, and ministry service.

*Parents/guardians/ministry team members who participate in the students' choir must be Christians and identify with the mission of the children's choir, and together cultivate the worship life of children.

Practice time and location: Chinese Lutheran Church of Honolulu, 1640 Liliha St, Honolulu, HI 96817 First and third Saturdays of each month from 5:30 PM to 6:30 PM

Spiritual Nurture and Devotional Plan

In addition to singing training during each rehearsal, activity time is also included to cultivate the growth of children's lives. Through prayer, spiritual devotion, and application exercises, students are encouraged to practice the teachings of the Bible in their daily lives.

Qualifications for Application:

Children aged 7-12 (Little Warriors Group) Children who love music. It is best if they have a basic understanding of music theory and can play an instrument. Stable church life One parent or guardian must be a Christian and have been a formal CLCH member for at least 6 months, and identify with the vision and direction of CLCH children's ministry, and be willing to take responsibility for educating children. Enrollment is held once each spring and fall semester. If a member is unable to attend rehearsals three consecutive times after joining the choir, they will be considered to have automatically given up their membership. Rejoining the choir will require waiting for the next enrollment period.

Administrative Costs: Registration is free. The Children's Choir budget has \$200 for 2022, but if there are expenses related to materials, clothing, etc., they can be applied for within the existing children's ministry budget according to the situation.

儿童敬拜团队管理方案

敬拜领导统筹招募并培训合适的老师作为敬拜带领人。确保敬拜带领人具备音乐和领导敬拜的能力。维护一个团队名单，包括敬拜带领人的轮换安排。

歌曲选择和准备：

提前选择适合儿童的基督教歌曲。准备歌曲的乐谱、歌词和伴奏音乐。设计幻灯片，包括歌曲的歌词和相关的图像。

敬拜统筹：指定一位敬拜统筹老师负责每周的敬拜计划和安排。确定每周的主题或重点，并与教会的教导内容相匹配。协调敬拜带领人的轮换安排，确保每个星期都有老师带领敬拜。

儿童祷告和收奉献：

安排儿童参与敬拜时的祷告和收奉献。提供培训和指导，帮助儿童学习如何祷告和参与奉献。

团队协作和沟通：

定期组织团队会议，分享经验和讨论敬拜相关事宜。确保团队成员之间的良好沟通和协作。

提供反馈和鼓励，帮助团队成员不断提升敬拜技能和领导能力。

培训和发展：

提供培训机会，包括音乐培训和敬拜领导技巧的培养。鼓励团队成员参加敬拜工作坊、研讨会和相关的培训课程。

后勤支持管理指导

GUIDANCE FOR SUPPORT LEADER

Support staff leader: 工作描述

作为后勤支持管理指导，您将负责签到同工和值班人员的安排，并协助带领儿童主日学的同工参加带领祷告会。此外，您还将承担帮助关怀志愿者和节日采购活动材料和礼品等职责，这与人事部类似。

签到同工和值班人员安排：

- 每周负责制定签到同工和值班人员的轮班表，确保活动和服务的顺利进行。
- 与教会办公室和其他相关部门紧密合作，确保人员安排的准确性和及时性。

协助带领祷告会：

- 协助带领儿童主日学的同工参加带领祷告会，确保祷告会的顺利进行。
- 提供必要的后勤支持，如准备祷告会所需的设备和材料。

关怀志愿者：

- 与志愿者建立良好的关系，了解他们的需求和关注点。
- 提供必要的支持和指导，解答他们的问题，并确保他们在志愿服务中感到满意和受到关怀。

节日采购活动材料和礼品：

- 在节日和特殊活动之前，负责采购所需的材料活动和礼品。
- 根据活动预算和需求，寻找供应商并进行谈判，以确保物品的质量和价格合理。

团队合作：

- 与其他团队成员和部门密切合作，共同推动工作的协调和顺利进行。
- 参与会议和讨论，分享经验和提供建议，以促进后勤支持工作的不断发展。

要求和技能：

- 具备组织和协调能力，能够有效安排人员和物资。
- 具备沟通和人际关系技巧，能够与志愿者和团队成员有效交流。
- 具备细致的观察力和关怀心，能够满足志愿者的需求并提供支持。
- 具备采购和谈判技巧，能够寻找合适的供应商并控制成本。
- 希望这份指导能帮助您明确后勤支持管理指导的职责和要求。这个职位涉及到帮助关怀志愿者和节日采购活动材料和礼品等任务，与人事部类似。祝愿您在这个职位上取得圆满的成果！

GUIDANCE FOR SUPPORT LEADER

Position Overview:

As a Support Leader, you will be responsible for scheduling sign-in volunteers and duty personnel on a weekly basis. You will also assist in leading the prayer meetings with the Sunday School workers. Additionally, you will provide support in caring for volunteers and handling the procurement of materials and gifts for special events, similar to the functions of a Human Resources department.

Responsibilities and Tasks:

Sign-in Volunteers and Duty Personnel Scheduling:

- Develop a rotating schedule for sign-in volunteers and duty personnel on a weekly basis to ensure smooth operation of activities and services.
- Work closely with the church office and other relevant departments to ensure accurate and timely scheduling of personnel.

Assist in Leading Prayer Meetings:

- Support the Sunday School workers in participating and leading prayer meetings to ensure the smooth running of the sessions.
- Provide necessary logistical support, such as preparing equipment and materials required for the prayer meetings.

Caring for Volunteers:

- Build a strong rapport with volunteers, understanding their needs and concerns.
- Provide necessary support and guidance, addressing their queries and ensuring their satisfaction and well-being during their volunteer service.

Procurement of Materials and Gifts for Special Events:

- Take responsibility for procuring necessary materials and gifts for special events and holidays.
- Seek out suppliers and negotiate based on event budgets and requirements to ensure the quality and cost-effectiveness of the items.

Team Collaboration:

- Collaborate closely with other team members and departments to ensure coordination and smooth operation of tasks.
- Participate in meetings and discussions, sharing experiences and providing suggestions to facilitate continuous improvement in support services.

Requirements and Skills:

- Strong organizational and coordination skills to effectively manage personnel and resources.
- Excellent communication and interpersonal skills to engage with volunteers and team members effectively.
- Keen observation and caring attitude to meet the needs of volunteers and provide support.
- Procurement and negotiation skills to identify suitable suppliers and control costs.

We hope this guidance clarifies the responsibilities and requirements of the Support Leader position. This role involves tasks such as supporting and caring for volunteers and procuring materials and gifts for special events, similar to the functions of a Human Resources department. We wish you success in this volunteer position, as you contribute to creating a positive worship experience and spiritual growth for the children.

Weekly Check in: 每周儿童主日学签到流程，同工任务单

1. 每周在上午 10 點前到達教會，準備簽到台。
2. 從辦公室領取考勤名單，確保其準確無誤。
3. 在教會一樓設置簽到台。
4. 歡迎孩子和家長的到來，引導他們進行簽到流程。
5. 對於 3-6 歲班的孩子，在簽到後允許家長直接帶他們上樓到教室。

6. 對於 1-5 年級的孩子，將他們護送到 102 室，讓他們在那裡等待進一步指示。
7. 在上午 10:30 與二樓的團隊成員協調，確保孩子順利進入小禮堂進行敬拜。
8. 將簽到本交給各班的相應老師，提醒他們在教室中再次驗證考勤名單。
9. 根據需要協助老師處理與簽到和考勤相關的其他任務。
10. 在與孩子、家長和團隊成員互動時保持專業和友好的態度。
11. 遵守教會有關兒童安全和保護的政策和準則。
12. 參加團隊會議和培訓課程，及時了解簽到流程的任何變化或更新。

1. Arrive at the church before 10:00 AM each week to prepare the sign-in table.
2. Collect the attendance list from the office and ensure it is accurate and up to date.
3. Set up the sign-in table on the ground floor of the church.
4. Welcome the children and their parents as they arrive and guide them through the sign-in process.
5. For the 3-6-year-old class, allow parents to take their children directly upstairs to their classrooms after signing them in.
6. For children in grades 1-5, escort them to Room 102 and have them wait there until further instructions.
7. Coordinate with the team members on the second floor at 10:30 AM to ensure a smooth transition for the children to enter the small sanctuary for worship.
8. Hand over the sign-in sheets to the respective teachers of each class and remind them to verify the attendance list once again in the classroom.
9. Assist the teachers with any additional tasks related to sign-in and attendance as needed.
10. Maintain a professional and friendly demeanor while interacting with children, parents, and fellow team members.
11. Adhere to church policies and guidelines regarding child safety and protection.
12. Attend team meetings and training sessions to stay updated on any changes or updates to the sign-in procedures.

Weekly On-duty staff check list 每周值班老师任务

Weekly On-duty staff Checklist for Sunday Morning/Classroom/Equipment 每周值班同工管理事項	备注 Other
<ul style="list-style-type: none"> Arrive at 10:00 AM 上午 10 点到教会 	
<ul style="list-style-type: none"> Check-in/Classroom Prep/Pray with lead teachers 支持签到同工，帮助教室准备，带领主课老师祷告 	10:15 前完成
<ul style="list-style-type: none"> 10:25AM G1-5 enter chapel 学生進入礼堂 	10:25 G1-5 入礼堂 (逢第五周通知小班入礼)

Support worship sounds system and order. 支持音响设备和敬拜纪律	堂)
<ul style="list-style-type: none"> 11 点-12 点在大堂值班，支持教室，清场 Oversee in 2nd Hall. Keep visitors from classrooms, support the class if needed. 	11A-12P 避免非相关人员进入教学区域
<ul style="list-style-type: none"> 12 PM Take offering to 3rd floor 12 点送奉献去 3 楼 	将钱数点好放在信封，备注儿童主日学。信封和笔在礼堂柜子
<ul style="list-style-type: none"> 逢圣餐主日，安排已经受洗的老师，家长上三楼 	<p>看 Live 现场视频，主礼奉献祷告时，通知老师们。</p> <p>第一组：1-2 年级、3-4 岁班、粤语老师 第二组：3-5 年级、5-6 岁班、值班老师</p>
<ul style="list-style-type: none"> 12:10PM 通知各班老师准备 Notice classroom teachers prep Check-out 	
<ul style="list-style-type: none"> 检查教室：门窗，空调，风电，电灯，TV 	电脑归还办公室（大门左侧角落架子上）
<ul style="list-style-type: none"> 检查礼堂： <ul style="list-style-type: none"> 投影仪 射灯 电脑和显示屏 音响 空调、顶灯、风扇 	
<ul style="list-style-type: none"> 汇整班级总人数，记录在案交给办公室 	儿童+成人总数

后续需要更新增加内容：

报名登记

节日采购

团契统筹指导

GUIDANCE FOR FELLOWSHIP COORDINATOR

檀香山中华信义会团契儿童协调员指南

作为团契儿童协调员，您的角色在为来自不同背景的孩子创造一个培养和互动的环境中至关重要。您每周的志愿工作将涉及为孩子们策划和组织基督教活动。以下是一些指导方针，以帮助您履行您的角色：

- 认识到参加团契的孩子们的独特需求和背景。
- 营造一个支持性和包容的环境，让孩子们感到被重视和被爱。
- 在策划活动时考虑他们的文化背景和语言多样性。

与团契领导团队合作：

- 与团契领导团队协调，确保活动与教堂的整体愿景和目标相一致。
- 定期与团契协调员沟通，确保对儿童项目的协调和支持。

策划每周活动：

- 设计多样化的适龄活动，这些活动既引人入胜又互动，并传递基督教价值观。
- 考虑使用故事讲述、手工艺、歌曲和动作、游戏和互动圣经学习等活动。
- 根据孩子们的需求进行适应，使用清晰的沟通和视觉辅助工具帮助理解。
- 提供安全和培育环境：
- 创建一个欢迎的空间，培养归属感，鼓励孩子们自由表达自己。
- 确保活动期间采取安全措施，并保持适当的成人与儿童比例。
- 建立明确的行为准则，鼓励孩子们之间的尊重互动。
- 招募和引导志愿者：
- 在教堂或当地社区中寻找有兴趣从事儿童事工的志愿者。
- 为志愿者提供培训和支持，使他们能够有效地与孩子们互动。
- 培养团队精神，鼓励志愿者之间的合作。

GUIDANCE FOR FELLOWSHIP CHILDREN'S COORDINATOR

As the Fellowship Children's Coordinator, your role is vital in creating a nurturing and engaging environment for children from diverse backgrounds. Your weekly volunteer work will involve planning and facilitating Christian activities for the children. Here are some guidelines to help you in your role:

Understand the Context:

Recognize the unique needs and backgrounds of the children attending the fellowship.
Foster a supportive and inclusive environment where children feel valued and loved.

Take into consideration their cultural backgrounds and language diversity when planning activities.

Collaborate with the Fellowship Leadership Team:

- Coordinate with the fellowship leadership team to align activities with the overall vision and goals of the church.
- Communicate regularly with the fellowship coordinator to ensure coordination and support for the children's program.

Plan Weekly Activities:

- Develop a diverse range of age-appropriate activities that are engaging, interactive, and promote Christian values.
- Consider activities such as storytelling, arts and crafts, songs and movement, games, and interactive Bible study.
- Adapt activities to suit the children's needs, using clear communication and visual aids to aid understanding.

Provide a Safe and Nurturing Environment:

- Create a welcoming space that fosters a sense of belonging and encourages children to express themselves freely.
- Ensure safety measures are in place during activities and maintain appropriate adult-to-child ratios.
- Establish clear guidelines for behavior and encourage respectful interactions among the children.

Recruit and Engage Volunteers:

- Seek volunteers from within the church or the local community who have a heart for children's ministry.
- Provide training and support to volunteers, equipping them to effectively engage with the children.
- Foster a team spirit and encourage collaboration among volunteers to enhance the overall program.

Establish Relationships with Parents and Families:

- Develop open lines of communication with parents, demonstrating care and understanding.
- Share the purpose and benefits of the children's program, emphasizing the importance of their involvement.
- Provide resources and support for parents to reinforce Christian teachings at home.

Evaluate and Reflect:

- Regularly evaluate the effectiveness of the activities and make adjustments as needed.

- Seek feedback from volunteers, parents, and children to improve the program.
- Reflect on your own growth as a coordinator and seek opportunities for personal development in children's ministry.
- Remember, your role as the Fellowship Children's Coordinator has a lasting impact on the lives of these children. Through your dedication and love, you can create a safe and nurturing environment where they can grow in their faith and experience God's love.

May you be blessed in your service to the children of the Chinese Lutheran Church of Honolulu!

每周团契儿童活动和内容安排

聖經故事講述與手工藝活動

選擇一個適合孩子們年齡組別的著名聖經故事，例如挪亞方舟的故事。
開始時，通過與孩子們進行小組討論來介紹遵從上帝指示的重要性。
朗讀故事，使用簡單的語言，鼓勵孩子們提問並分享他們的想法。
之後，進行手工藝活動，讓孩子們創造自己的紙盤動物，代表挪亞方舟上的動物。
鼓勵他們分享自己的創作，並談談他們從故事中學到的內容。

音樂和敬拜

通過音樂和詩歌介紹基督教敬拜給孩子們。
教導他們簡單而振奮人心的敬拜詩歌，並加上動作或手勢。
運用像"音樂椅子"或"定格舞"這樣的遊戲，使用基督教詩歌使活動有趣且引人入勝。
討論歌詞的含義，以及敬拜上帝的重要性。
鼓勵孩子們通過唱歌、跳舞或演奏樂器（如有）來表達自己。

外展和服務

教導孩子們關於服務他人和展示善意的概念。
引導他們進行小組討論，探討他們如何幫助社區中有需要的人。
計劃一個簡單的服務項目，例如製作包含基本必需品（如衛生用品、襪子或零食）的福利包，分發給無家可歸的人或有需要的家庭。
讓孩子們參與裝配和裝飾福利包，並在上面寫下積極的訊息。
組織一次參觀當地收容所或社區中心，親自送達福利包，為孩子們提供與所幫助的人互動的機會。

教導孩子們易於記憶的基督教歌曲，歌詞和旋律容易記住。
加入簡單的動作或舞蹈動作，使歌曲互動和有趣。
創造一個舒適和包容的空間，讓孩子們可以通過唱歌和舞蹈自由表達自己。

鼓勵他們分享自己喜歡的歌曲，並討論歌詞背後的含義。
考慮錄製他們的表演並與家人分享。

Bible Storytelling and Crafts

Choose a well-known Bible story suitable for the children's age group, such as the story of Noah's Ark.

Begin the session by engaging the children in a group discussion about the importance of following God's instructions.

Read the story aloud, using simple language and encouraging the children to ask questions and share their thoughts.

Afterward, facilitate a craft activity where children can create their own paper plate animals to represent the animals on Noah's Ark.

Encourage them to share their creations and talk about what they learned from the story.

Music and Worship

Introduce the children to Christian worship through music and songs.

Teach them simple, uplifting worship songs with actions or gestures.

Incorporate games like "Musical Chairs" or "Freeze Dance" using Christian songs to make it fun and engaging.

Discuss the meaning behind the lyrics of the songs and the importance of worshipping God.

Encourage the children to express themselves through singing, dancing, or playing musical instruments if available.

Outreach and Service

Teach the children about the concept of serving others and showing kindness.

Engage them in a group discussion about ways they can help those in need in their community.

Plan a simple service project, such as making care packages with basic essentials (like toiletries, socks, or snacks) to distribute to homeless individuals or families in need.

Involve the children in assembling and decorating the care packages with positive messages.

Organize a visit to a local shelter or community center to personally deliver the care packages, providing an opportunity for the children to interact with those they are helping.

Song and Movement

Teach the children catchy Christian songs with easy-to-remember lyrics and melodies.

Incorporate simple actions or dance moves to make the songs interactive and fun.

Create a comfortable and inclusive space where the children can freely express themselves through singing and movement.

Encourage them to share their favorite songs and discuss the meaning behind the lyrics.

Consider recording their performances and sharing them with their families.

年度活动总表 YEAR-ROUND EVENTS LIST

Date	Program	Coordinator	Location	Contact person/Tel
	Spring Festival		Church (3rd F)	
4 月复活节	Easter			
5 月的第二个星期日	Mother's Day			
6 月父亲节	Father's Day			
9 月美国劳动节后的第一个星期日	Grandparents' Day		Church (3rd F)	
10 月	Shoe Box Collection 8 月开始招募			
11 月感恩节	Thanksgiving			
12 月 24 日	Christmas Event		Church (3rd F)	

学期安排

学期	开始日期	结束日期	备注活动
春季	1 月 1 日	5 月 31 日	<p>春节学期结束前，给孩子们发放学期总结和奖状。</p> <p>出勤率 90% 以上的我们给出勤奖励，另外设进步奖，课堂助手奖，背诵经文奖，以及祷告勇士。</p> <p>请班主任老师同班级老师来帮助完成获奖者名单，并将每个奖状人数在5 月最后一周周六前发给儿童主任，并最迟于 5 月最后一周在主日学课堂上发放。奖品将由主日学事工统一购买。</p>
夏季	6 月 1 日	7 月 31 日	<p>VBS 假期圣经学校活动是一般教会传福音的传统活动，我们过去许多年与 CEF 合作，但是从未有自己的 VBS 团队。暂时不做改变。</p>

毕业 升班	<p>*主日学每年在 7 月最后一周完成升班，请老师们在班级内了解儿童情况和需求，由班主任将升班的名单列出来，并与儿童事工主任沟通，更新名单，在家长群里进行通知。</p> <p>*毕业生名单及安排由儿童事工主任收集和策划，一般我们在 7 月最后一周日为毕业生举办简单毕业仪式</p> <p>6 月底前请班主任在家长群里收集新学年（8 月）上 1 年级孩子姓名（如果没有回复的家长，Nancy 会去私下联系再确定。）这些孩子会在 8 月第一周去 G1-2 年级班。</p> <p>2. 3-4 岁班，收集 8 月份满 5 岁儿童的姓名，可以安排升班（同上 8 月第一周升班）。</p> <p>3. 7 月最后一周会特别给孩子们/家长通知这个变化（Nancy 会写一封信打印出来发给家长们），并在班级内简单给这些孩子一些小礼品，请老师们颁发并鼓励他们。（礼物我也买了，只需要给我名单即可）。</p> <p>4. 家长群管理，已经升班到 G1-5 的孩子家长，可以转群和退群，这样方便管理。可以在群里提醒大家。</p>		
秋冬季	8 月 1 日	12 月 31 日	<p>秋冬季节学期结束前，给孩子们发放学期总结和奖状。</p> <p>出勤率 90% 以上的我们给出勤奖励，另外设进步奖，课堂助手奖，背诵经文奖，以及祷告勇士。</p> <p>请班主任老师同班级老师来帮助完成获奖者名单，并将每个奖状人数在 12 月最后一周周六前发给儿童主任，并最迟于 5 月最后一周在主日学课堂上发放。奖品将由主日学事工统一购买。</p>
<p>注：18 个月-3 岁班 每年 1 月、5 月、8 月升班其他班级 每年 8 月升班</p>			<p>*请诸位班主任老师提前预备学生信息及升班计划</p>

教师培训及学习参考资料 RESOURCE FOR TEACHERS

老师培训云盘链接 CLCH 内部：

<https://drive.google.com/drive/folders/17bHD5jy66o2ruuq5N2BU-g1KTUhtfERd?usp=sharing>

老师培训历史视频 CLCH 内部：

https://youtube.com/playlist?list=PLkbrtqTlqi_5rGVYUpLVCRmqsgIRAqrC

Google Drive 是一个云存储和协作平台，它允许您存储、共享和管理文件和文件夹。以下是一些使用 Google Drive 的基本方法：

创建 Google 账号：如果您还没有 Google 账号，您需要先创建一个。您可以通过访问 <https://accounts.google.com/signup> 进行注册。

登录 Google Drive：使用您的 Google 账号信息登录 Google Drive。您可以通过访问 <https://drive.google.com> 访问 Google Drive 的网页版。

创建文件和文件夹：在 Google Drive 中，您可以创建新的文件夹来组织您的文件。点击"新建"按钮，并选择"文件夹"来创建一个新的文件夹。您还可以创建各种类型的文件，如文档、表格、演示文稿等。

上传文件：您可以将现有的文件上传到 Google Drive 中。点击"新建"按钮，并选择"文件上传"来选择并上传您的文件。

共享文件和文件夹：您可以选择将文件或文件夹与他人共享。点击右键选择文件或文件夹，然后选择"共享"选项。您可以输入其他人的电子邮件地址，并设置他们的访问权限。

协作编辑：多人可以同时编辑 Google Drive 上的文档、表格和演示文稿等文件。您可以邀请其他人加入协作，并在实时中进行编辑和评论。

同步和访问：您可以通过 Google Drive 应用程序在计算机、手机和平板电脑等设备上同步和访问您的文件。

如果您想了解更多关于使用 Google Drive 的详细信息，您可以观看下面的 YouTube 视频介绍：

标题：Google Drive 教程 - 基本操作和功能

链接：<https://www.youtube.com/watch?v=4VDRnW3-8Y0>

在该视频中，您将了解如何使用 Google Drive 进行基本操作、文件管理和共享等功能。

Google Drive is a cloud storage and collaboration platform that allows you to store, share, and manage files and folders. Here are some basic steps for using Google Drive:

Create a Google account: If you don't already have a Google account, you will need to create one. You can sign up by visiting <https://accounts.google.com/signup>.

Sign in to Google Drive: Use your Google account information to sign in to Google Drive. You can access the web version of Google Drive by visiting <https://drive.google.com>.

Create files and folders: In Google Drive, you can create new folders to organize your files. Click the "New" button and select "Folder" to create a new folder. You can also create various types of files such as documents, spreadsheets, presentations, and more.

Upload files: You can upload existing files to Google Drive. Click the "New" button and select "File upload" to choose and upload your files.

Share files and folders: You can choose to share files or folders with others. Right-click on a file or folder and select the "Share" option. You can enter the email addresses of others and set their access permissions.

Collaborative editing: Multiple people can simultaneously edit documents, spreadsheets, presentations, and other files on Google Drive. You can invite others to collaborate and make edits and comments in real-time.

Syncing and access: You can sync and access your files on devices such as computers, phones, and tablets using the Google Drive application.

If you want to learn more about using Google Drive in detail, you can watch the YouTube video below:

Title: Google Drive Tutorial - Basic Operations and Features

Link: <https://www.youtube.com/watch?v=4VDRnW3-8Y0>

In this video, you will learn how to perform basic operations, manage files, and share files using Google Drive.

其他话题 other topics:

建议教师团队提供最基础、最常用的教学方法建议，网络在线资料链接等。

帮助教师个人属灵生命成长的书籍、视频资料链接等。

由于大部分教师及助手同时也是孩子父母的角色，建议加些帮助亲子关系和家庭关系话题的资料。

延展考虑：

多媒体硬件、软件使用的培训计划,Email 的使用，在线网络网盘使用等。

请同工团队为 Year-Round 的教师培训来代祷和计划。

请同工团队为 Year-Round 的家庭+亲子事工来代祷和计划。

购买报销财务流程 PURCHASE ORDERING SYSTEM

教会儿童事工当中涉及到财务的活动，以及购买报销程序如下：

情况一

班主任教师或特别项目负责人按授课活动所需，已经购买了教学材料等，请收好发票，并注明本人姓名、采购日期、活动项目、金额，交给儿童事工主任（Nancy Chen）。

情况二

班主任老师或特别活动负责人按授课活动所需，将所需教学材料名单交与出纳员（金晔或敏贤），由主日学同工统一采购。请收好发票，并注明本人姓名、采购日期、活动项目、金额。

根据以上两种情况，出纳员均需将发票收集，由儿童事工主任（Nancy Chen）签字后，交至教会办公室财务处进行登记。报销的费用将由教会通过支票方式转给个人。

***请确保写在发票上的姓名与报销人银行账户的英文姓名一致。**

儿童主日学奉献

每周日儿童主日学都会带领儿童敬拜，其中的奉献金钱，将由负责收奉献的同工当场送至三楼中文堂奉献处查点。

文件资料库 DOCUMENTS LIBRARY

以下是一些网络上的培训网站和资料，您可以将它们添加到您的文件资料库中：

1. **Children's Ministry Deals** - <https://www.childrens-ministry-deals.com/> 提供免费和付费的儿童主日学课程、活动和资料。
2. **Ministry-To-Children** - <https://ministry-to-children.com/> 提供免费的儿童主日学课程、手册、手工艺活动和音乐资源。
3. **Kidology** - <https://www.kidology.org/> 提供儿童事工培训、课程、活动和资料，以及论坛和博客交流平台。
4. **Gospel Light** - <https://www.gospellight.com/> 提供基督教儿童资源，包括主日学课程、手册、活动和音乐。
5. **Focus on the Family** - <https://www.focusonthefamily.com/> 提供家庭和儿童事工相关的资源，包括儿童主日学课程、家庭活动和家庭教育建议。
6. **LifeWay Kids** - <https://www.lifeway.com/en/shop/lifeway-kids> 提供儿童主日学课程、活动和音乐资源，包括免费和付费选项。
7. **Bible Lessons 4 Kids** - <https://www.biblelessons4kidz.com/> 提供免费的圣经课程和活动，适用于儿童主日学和家庭使用。
8. **Children's Ministry Resources** - <https://www.childrensministryresources.net/> 提供儿童主日学课程、活动和游戏资源，以及教学工具和音乐。
9. **Seeds Family Worship** - <https://www.seedsfamilyworship.com/> 提供基于圣经的音乐资源，包括儿童适用的赞美诗和圣经经文歌曲。
10. 与教会事工相关的免费表格模板: <https://www.freechurchforms.com/>
11. **Pinterest** - <https://www.pinterest.com/> 在 Pinterest 上搜索关键词如 "children's ministry curriculum"、"Sunday school crafts" 等，可以找到许多分享的创意和活动想法。

您可以为每个网站创建一个文件夹，并将相关的培训资料和网址收集其中。这样，儿童主日学老师和同工可以方便地访问和查找所需的资源。

儿童主日学邮件 Google Drive 内容管理：

云盘上的资料可以通过 Gmail 在线分享给所有老师，所以建议每个老师可以学习使用在线资源。

意外事件报告表 Accident Report Form

(Please print all information)

日期 Date of accident: _____ 时间 Time of accident: _____

受伤者姓名 Name of injured: _____ 生日 Birth date:

_____ Age 年龄 _____

儿童住址 Address of kids:

意外发生地点 Location of accident:

受伤儿童父母或监护人姓名 Parent(s) or guardian:

意外现场其他见证人 Name of person(s) who witnessed the accident:

姓名 Name: _____ 电话 Cell: _____

Name: _____ Cell: _____

Name: _____ Cell: _____

描述意外事件 Describe accident:

描述措施和行动 Describe treatment or action taken:

老师确认签字 Teacher's

acknowledgement _____

Acknowledgement and copies to: _____ Children's Ministry Leader _____ Parent _____
Elder/Pastor

*Include a copy of the child's Liability Waiver (stored with attendance sheet) including insurance information.

***文件复印件与受伤儿童免责声明，连同当天的签到表留存办公室以作为保险材料**

Appendix B: Assessment Instruments

Training Theme: Children's ministry leadership structure in CLCH **Rui Chen**

<p>Part 1 Introduction Meeting</p>	<p>Importance of leadership training in CLCH 10 mins Handbook content: LEADERSHIP & ADMINISTRATION STRUCTURE To explain the biblical reference about leadership in ministry, the structure figures, the shortage of current ministry leadership team. <i>Q&A 5mins</i> <i>Pause the training after every small topic, give the participant time to ask questions or if they have any comments.</i></p> <p>General information 15 mins Handbook content: CHILDREN'S MINISTRY MISSION STATEMENT /GENERAL EXPECTATIONS FOR ALL TEACHERS AND MINISTRY LEADERS/ YEAR-ROUND EVENTS LIST/ TEACHING RESOURCE FOR TEACHERS/ PURCHASE ORDERING SYSTEM/ LIBRARY <i>Q&A 5mins</i> <i>Pause the training after every small topic, give the participant time to ask questions or if they have any comments.</i></p> <p>Individual area 15 mins Handbook content: GUIDANCE for each service area. Since some leaders take multiple roles in their services at church, they might have the chance to know more than one area, but at least they have to choose one area to develop. <i>Q&A 5mins</i> <i>Pause the training after every small topic, give the participant time to ask questions or if they have any comments.</i></p> <p>Evaluation questions 15 mins Make sure each of the participants has an action plan for the next step of this training process, encourage them to think and answer each of the questions. Closing with prayer</p>
<p>Part 2 Follow up interview</p>	<p><i>After at least one week followed the first meeting. The trainer initiates another meeting.</i></p> <p>Asking about the action plan updates. 10 mins Asking feedback questions. 10 mins Scheduling for next meeting. Closing with a prayer.</p>

Appendix C: Evaluation Records

Evaluation on the First Introduction Meeting (Multiple Options)

Which part of the handbook do you share common opinions and find yourself highly agreeing with?

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Meeting Date	4/25/2023	4/27/2023	5/2/2023	5/2/2023	5/4/2023
P-K Leader	x				
G1-5 Leader		x			
Fellowship Coordinator		x	x		x
Worship Leader			x		
Support Staff Leader				x	
CHILDREN'S MINISTRY MISSION STATEMENT 工作使命	x			x	x
GENERAL EXPECTATIONS FOR ALL TEACHERS AND MINISTRY LEADERS 同工职 责范围					x
LEADERSHIP & ADMINISTRATION STRUCTURE 领导力管理团队	x	x	x	x	
GUIDANCE FOR CLASSROOM LEADER 班主任管理指导		x			

GUIDANCE FOR WORSHIPLEADER 敬拜赞美带领指导			X	X	X
GUIDANCE FOR SUPPORT LEADER 后勤支持管理指导				X	
GUIDANCE FOR FELLOWSHIP COORDINATOR 团契统筹指导		X	X		X
YEAR-ROUND EVENTS LIST 年度活动总表	X				
TEACHING RESOURCE FOR TEACHERS 教师参考资料					
PURCHASE ORDERING SYSTEM 购买报销财务流程					
LIBRARY 主日学资料库		X			

Which part of the handbook you found hard to understand, and what are your questions about those content?

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
CHILDREN'S MINISTRY MISSION STATEMENT 工作使命	x When and How to introduce it to our staff?				
GENERAL EXPECTATIONS FOR ALL TEACHERS AND MINISTRY LEADERS 同工职 责范围		X Is it all same for everybody, or we can change it for different position?		X For support staff, maybe we should have a different version of expectation s?	X Do we have the same expectation for fellowship children's staff?
LEADERSHIP & ADMINISTRATIO N STRUCTURE 领导力管理团 队			X When and How to use the interview questions?		X
GUIDANCE FOR CLASSROOM LEADER 班主任管理指 导	X How to evaluate Sunday school teaching quality? This guidance is missing the quality control standards.				
GUIDANCE FOR WORSHIPLEADE R 敬拜赞美带领 指导					

<p>GUIDANCE FOR SUPPORT LEADER</p> <p>后勤支持管理 指导</p>					
<p>GUIDANCE FOR FELLOWSHIP COORDINATOR</p> <p>团契统筹指导</p>		<p>X</p> <p>It is hard to collaborate with fellowship leaders, I need more support.</p>			<p>X</p> <p>Is that possible all fellowships organize children's program together? So, we can better use our manpower and resources.</p>
<p>YEAR-ROUND EVENTS LIST</p> <p>年度活动总表</p>					
<p>TEACHING RESOURCE FOR TEACHERS</p> <p>教师参考资料</p>					
<p>PURCHASE ORDERING SYSTEM</p> <p>购买报销财务 流程</p>				<p>X</p> <p>Can you put more information here? Such as the budget plan, categories, rules.</p>	
<p>LIBRARY</p> <p>主日学资料库</p>					

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Which part of the handbook did you find challenging?	GUIDEDENCE FOR CLASSROOM LEADER	YEAR-ROUND EVENTS LIST	GUIDANCE FOR WORSHIP LEADER	LEADERSHIP & ADMINISTRATION STRUCTURE	LEADERSHIP & ADMINISTRATION STRUCTURE
Description	This current Guidance for class leader is a great idea, but I still don't feel confident to train other people. We hardly exactly follow it each Sunday in the classroom, I need more help to better communicate with teachers.	It is very hard to plan for the whole year within the fellowship leadership team. How can I make them buy-in our plan and interact with the fellowship coworkers?	Children worship is new in our church, we need to train more workers, we are missing the guidance for Sunday morning worship. It might take a while, a couple of months to develop this area of ministry.	It is sounds challenging If this meant I will be leading and training all support staff independently. My team currently is stable, but they are not the sit down and listen type of persons. I need to find some creative ways to help them understand expectations and encourage them to be creative too.	It is a nice design if the leaders could perform independently. However, we should also allow diversity for different needs in each fellowship and age group. I like the Resource part and LIBRARY , that we should develop these into more solid training content, teachers they can come and take whenever, whatever they need, and they should

					know how to use them too.
Your action plan	Conduct a meeting with a newly recruited class assistant.	Initiate a meeting with fellowship leader, ask for their need and plan for next 2 months.	I will go through the worship program and revise it. I will lead one Sunday worship and try it out the new program setting	I need more help from this training and am looking for more resources and strategies to encourage our team in leading the prayer meeting for June.	I will do more research on curriculum in Chinese and English, for fellowship usages, our current ones are too old.

Second Feedback on the Handbook and Training Process.

How would you rate this training? 0 is the lowest point, and 10 is the highest.

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Meeting Date	5/3/2023	5/6/2023	5/9/2023	5/11/2023	5/18/2023
P-K Leader	x				
G1-5 Leader		x			
Fellowship Coordinator		x	x		x
Worship Leader			x		
Support Staff Leader				x	
Rate (0-10)	6	7	8	7	7
Which part of this handbook, practice, and training did you find helpful, and how did it	The structure is very helpful. I have a better understanding of where	Overall, the handbook gives me a whole picture of our ministry. I feel more	Both the big picture and detailed guidance are very helpful.	It is a great idea that we put all parts of our ministry together into a written document.	This process makes me think about how to encourage people to share their thoughts.

help you?	I am, so I can equip myself.	confident with our team.			
Which part of this training process did you find challenging? Could you describe the situation?	I hardly find time to have formal meetings with others, my schedule is not stable. I have a hard time with time management.	Without the introduction meeting, I might not have paid much attention to this handbook. Reading is very hard for me; I prefer to talk directly.	I am not good at thinking big or giving other people orders. I am learning how to share my take-ins.	N/A I enjoyed talking and learning about our ministry.	N/A. To be honest, knowing the big picture of our ministry brings more pressure, too much information at once.
How would you use this handbook and training process to help your current servant team? Please give at least one example.	Sometimes serious talk is important, I will learn how to host with my class teachers and assistants individually.	I hope to share the handbook/guidance idea with fellowship leadership team, so they can learn and figure out some format for their children's program.	I don't know yet. Maybe I can help you develop this leadership handbook and training. Let's pray first.	The follow up meeting is helpful, it is a reminder to me, so I can check my pace of learning.	I am still learning, maybe soon I can use a similar way, write instructions, and train our fellowship staff.
What other topics and content areas do you suggest adding to the handbook and leadership development training in the children's	N/A	More Details in communication skills for leadership role. I want to avoid conflicts or solve them.	N/A	N/A	N/A

Ministry? Would you also explain the reasons?					
What are your major take-ins about the leadership development process?	Action plans are important, otherwise I won't move forward easily myself as a volunteer in the ministry, I am afraid to make mistakes.	We must be patient, things in Church ministry happen slowly sometimes. It is not a bad thing, asking good questions would help to make things move to new directions.	Learning and participating brings confidents. I am eager to learn new things.	We need to frequently check in with ourselves, set goals, otherwise we become lazy.	The easiest way to complete things is doing it oneself. But to grow our ministry, people better work together. Leadership skills are important.
Would you like to have more follow-up meetings in the future? How often would be available for you?	Maybe, but I am not sure about my time. After summer I will answer you.	Yes, I don't know how often the best is, you can let me know whenever it is needed.	Yes, I would love to start a weekly prayer meeting with you, we pray for the whole Children's ministry.	Yes, I am flexible, you can set me a time.	Yes, I think every 2 months is fine.
Next Meeting	N/A Traveling	N/A Traveling	Every Friday night 8PM phone	N/A Traveling	In July