

FACILITATOR'S GUIDE

Church Leader Training

SUCCESS WITH CURRICULUM



FAMILY LEADERSHIP
INITIATIVE



SLIDE 1

Welcome



Say: Welcome everyone! I'm so glad you are here!



Say: Family Leadership Initiative provides churches with curriculum to support the development of strong family ministry programs. Think of a curriculum as a road map—guiding your church's FLI staff and volunteers as they lead families on a journey to become stronger and healthier. A map shows which routes are available, makes it harder to get lost, and can save a lot of time. And let's face it, a map is more useful when you plan ahead and look it over before pulling out of the driveway. Curriculum works in much the same way.



Share: Share a story of a time when you did not have a great plan for curriculum which resulted in disaster.



Ask: Have you ever experienced something similar? How did it make you feel? How did it impact you the next time you set out to lead?



SLIDE 2




Say: During this session you will learn:

- **What curriculum is.** *Page 4*
- **The importance of getting an early start.** *Page 5*
- **The power of positivity.** *Page 6*
- **Tips for preparing to teach.** *Page 7*
- **How to promote conversation and understanding.** *Page 11*
- **Grouping methods.** *Page 14*



Say: Let's begin.


What is Curriculum?

 **Say:** We often understand curriculum in a narrow sense, seeing it as a set of printed materials and presentations. However, there are other important components within a curriculum that you won't find on printed pages. Curriculum can include:

- The purpose for learning.
- Content
- The order a learning experience is presented.
- The knowledge and skills participants are expected to learn.
- Planned experiences that assist in learning.
- Methods used to evaluate and measure understanding.




SLIDE 3


 **Do:** As you go through the design of curriculum (below), expand on the prompts based on your experience.


A curriculum is designed around organizing principles and essential concepts. Curriculum:


- Is intentionally designed.
- Allows for in-depth exploration.
- Measures depth of understanding.
- Emphasizes high-quality instruction.
- Connects previous experiences and understanding to content.
- Links new knowledge to existing knowledge.
- Provides new information for growth.
- Orders content in a specific sequence to help a learner process and retain information.

Getting an Early Start


 **Ask:** Coaches and volunteers must receive curriculum two to four weeks before it is time to teach. Why?

 **Say:** With those around your table, please spend the next few minutes sharing your ideas.


 **Do:** After five minutes, bring the groups back together to share responses.

 **Say:** All of your answers are intertwined.

- If someone is not prepared, you will lose control of your classroom.
- You get a migraine trying to think about what you want to teach.
- You have not accomplished what you set out to do. You and your students are likely to have a bad experience.

 **Say:** There are many pieces to think through before teaching:

- Groups
- Activities
- Discussion
- Support for younger children

 **Say:** Remember, no one is in this alone! To get the most from the curriculum, FLI staff and volunteers are encouraged to collaborate and share ideas ahead of time with each other and with their FLI coach. Conversation is critical.



**Schedule Monthly
Face-to-face Meetings**



**Email or Text Ideas
to Each Other**



**Setup Monthly
Conference Calls***

**Google "free conference calls" for free options.*

Say: When meeting to discuss curriculum, make sure that one person doesn't monopolize the conversation. Give each person a specific amount of time to share and then move on to the next person. The insights from these conversations are little diamonds that you'll only unearth when you plan ahead.

Say: You might ask yourself, "Do we have to stick to the guidelines in the curriculum?" The answer is no, but you do have to stick to the main goal.



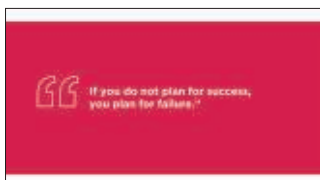
SLIDE 4

Say: If you continue to think of curriculum as a road map, there are several different routes you can take to the same destination.

The Power of Positivity

If our thoughts and actions create our outcome, then our thoughts and actions create our success! We all want to provide families with the best possible FLI programming and see them succeed.


Ask: What is our goal? Is it success?





SLIDE 5

Say: An old proverb says, "If you do not plan for success, you plan for failure."


Ask: What is your main goal for teaching?

 **Say:** With those around your table, please spend the next few minutes sharing your ideas.


 **Do:** After five minutes, bring everyone back together to share responses.

 **Ask:** What did you discover as you shared with one another?

SLIDE 6


 **Ask:** What is one thing you do to prepare for teaching?



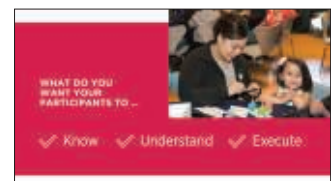
 **Do:** Provide time for discussion.

SLIDE 7


Preparing to Teach

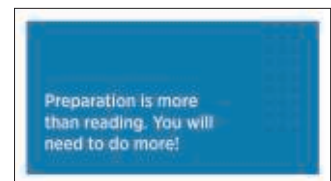
 **Say:** Before you begin a lesson, you need to answer these questions:

- What do you want participants to **know**?
- What do you want participants to **understand**?
- What do you want participants to **execute**?



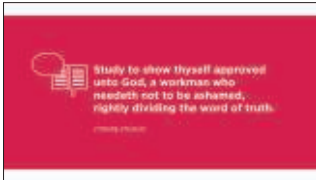
SLIDE 8

 **Say:** Preparation is more than reading. You will need to do more!



Preparation begins with prayer! Consider this prayer:

In the name of Jesus, I bring to you what I am about to read and study for the edifying of the body to build the Kingdom of God. Lord Jesus let me an open vessel to receive from You what You have for me. I want to be changed in the mist of the reading and studying. Give me a new revelation for my life and let me walk in the authority of the word of God. Lord as I am changed, give me what to say to your people so they to can receive a changing revelation for their life. God, I thank you for every person who is participating tonight. In Jesus name, amen.



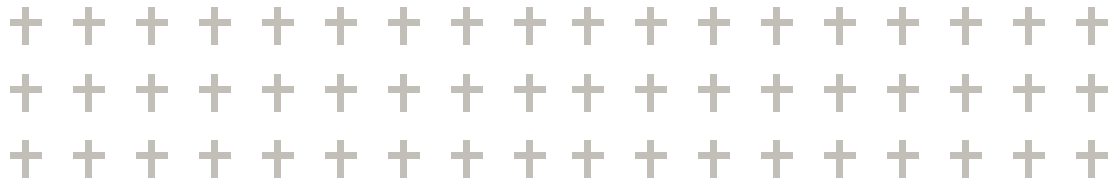
SLIDE 9

Scripture SUPPORT





Share: Study to show thyself approved unto God, a workman who needeth not to be ashamed, rightly dividing the word of truth.

2 Timothy 2:15 (KJV)



SLIDE 10

 **Say:** Here are steps for teachers and presenters to consider while looking over curriculum content:

 **Do:** As you go through the steps, expand on the prompts based on your experience.

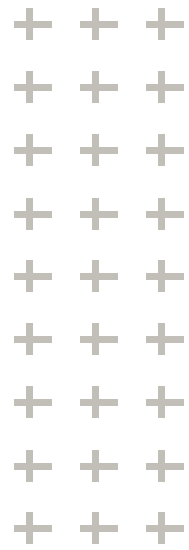


1	Read and Study <ul style="list-style-type: none">• Engagement• Learning to learn• Dig deep
2	Preparation <ul style="list-style-type: none">• Creativity• Innovation
3	Understanding <ul style="list-style-type: none">• Word study—looking up definitions• Resources
4	Focus <ul style="list-style-type: none">• God saying, “This is the focus!”• Clarity of presentation



Say: Questions to Ask Yourself

- What are my thoughts and emotions?
- What is the new revelation for my life?
- How do I share this information?
- What is the appropriate message for my grade level?
- What other scriptures come to mind to share?
- What words must I have a deeper understanding of?
- Do I have an understanding about the character(s) in the Bible story?
- How can I make this information relative to their life?
- What is the big idea(s) of the lesson?
- What activities, crafts, or discussions will assist with bringing the big idea into focus?
- What other resources do I have or can I get?
- How do I execute the lesson clearly?
- Did I effectively execute the lesson?



Promoting Conversation and Understanding



Say: While delivering curriculum, teachers and presenters can ask participants these questions to promote conversation and understanding:

What do you perceive about the text?

- Participants can consider which parts of the text they identify with and which parts relate to their life experiences?

What emotions are you feeling after reading the text?

- Participants have the opportunity to make connections with each other and realize they are not alone.

Who do you share a connection with, at this moment, in this room?

- Participants can reflect on their life experiences and draw comparisons.
- Participants have the opportunity to process what they have learned and connect it to necessary areas in their lives.
- Participants become open to new ideas and information that will help them to move forward in life.

Any new idea or new thoughts you would like to share?

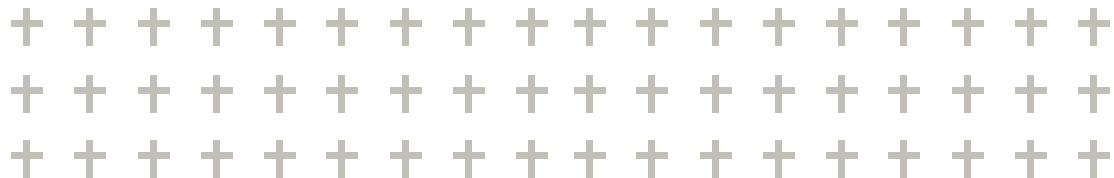
- Perception—give participants a chance to share their thinking and gain new information.
- Feelings and emotions.
- We are connected.
- Jesus did this for him/her, then He will do it for me. New focus.
- Usefulness of the text.
- Decide to grow.
- What are my take aways for my life?

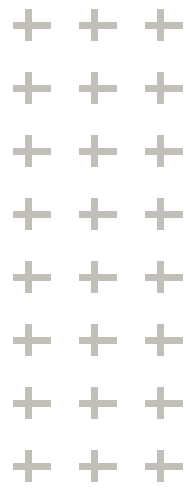


Ask: What is one idea that will assist you toward new growth?




Ask: Would anyone like to share?






Grouping Methods

 **Say:** When teaching children, remember that older children have a tendency to take over when grouped with younger children—not allowing them to experience the activity.




SLIDE 11 Large Groups

 **Say:** The best practice for creating large groups is to divide children by the following grade levels:

- Grades PreK-2
- Grades 3-5
- Grades 6-8
- Grades 9-10



SLIDE 12 Small Groups

 **Say:** It may work best to pair children by maturity level. Consider these grades:

- Grades PreK-K
- Grades 1-2
- Grades 3-4
- Grades 5-6
- Grades 7-8
- Grades 9-10

SLIDE 13

Supporting Children with Special Needs



Say: Overcome common barriers when ministering to children with special needs by striving to:

- Provide a quiet space for a child to go to if he/she is losing control.
- Play soft music to help a child calm down.
- Use a low voice tone.
- Avoid red and orange wall colors, which can be overstimulating.
- Avoid foods and drinks with red or orange dye.
- Limit the number of choices given to a child with special needs. Three is enough.

Ask: What is one new thought you have had in this session or what has challenged you?

Say: With those around your table, please spend the next few minutes discussing.

Do: After five minutes, bring the groups together and share responses.



Say: Before we finish up, I'd like you to remember to focus when preparing to teach:

- Focus on the depth of understanding and not on how much material you get through. A curriculum is not to be covered but dug into for greater understanding.
- Use discussions, activities, or crafts to provide opportunities for participants to demonstrate what has been learned or understood.
- Focus on the content, words, characters, and conversation.
- Focus on what is Jesus saying.
- Focus on connections that can be made with today's society.



Share: At the beginning of this session, I shared a story of failure. If I had known the principles we just discussed, I would have handled the situation much differently.



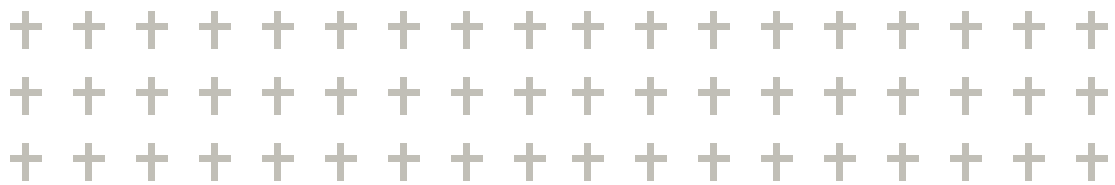
Say: Thank you for listening and sharing with us today! It is very much appreciated.



Ask: Are there any questions or comments?



Do: Close in prayer.



Slide 1



Church Leader Training
SUCCESS WITH CURRICULUM



Slide 2

SESSION OBJECTIVES

- 1 What curriculum is.
- 2 The importance of getting an early start.
- 3 The power of positivity.
- 4 Tips for preparing to teach.
- 5 How to promote conversation and understanding.
- 6 Grouping methods.

Slide 3



A curriculum is designed around organizing principles and essential concepts.

<p>CURRICULUM: Is intentionally designed. Allows for in-depth exploration. Measures depth of understanding. Emphasizes high-quality instruction.</p>	<p>Connects previous experiences and understanding to content. Links new knowledge to existing knowledge. Provides new information for growth. Orders content in a specific sequence to help a learner process and retain information.</p>
---	--

Slide 4



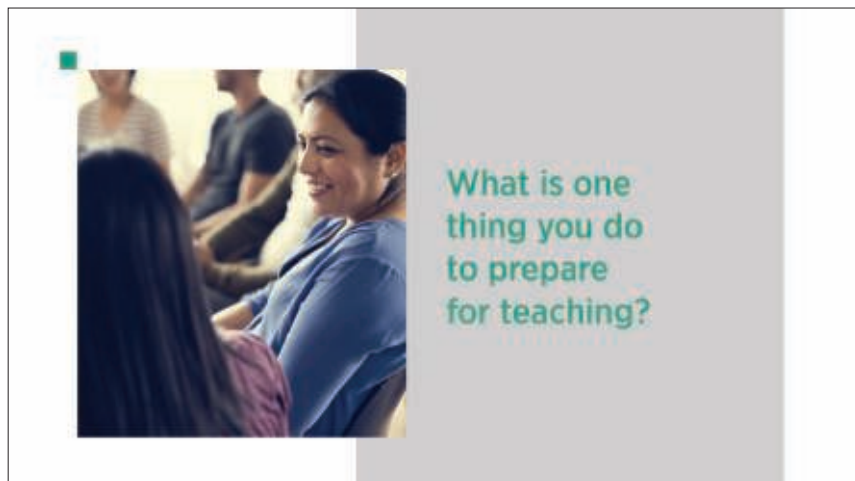
If you think continue thinking of curriculum as a road map, there are many different routes you can take to one destination.



Slide 5




Slide 6



Slide 7

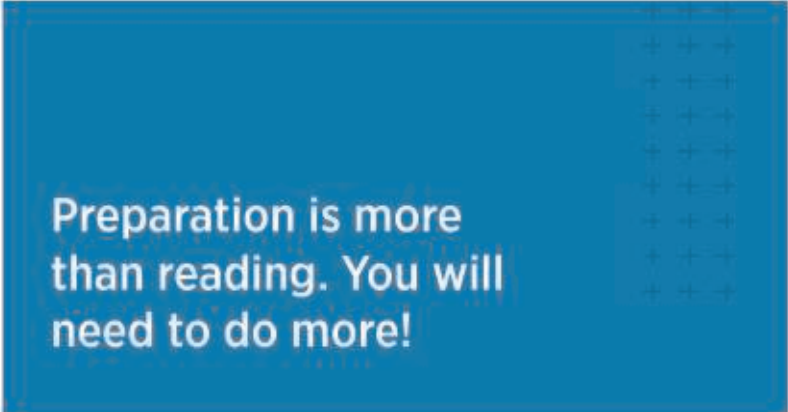
WHAT DO YOU WANT YOUR PARTICIPANTS TO ...




- ✓ Know
- ✓ Understand
- ✓ Execute

Slide 8

Preparation is more than reading. You will need to do more!



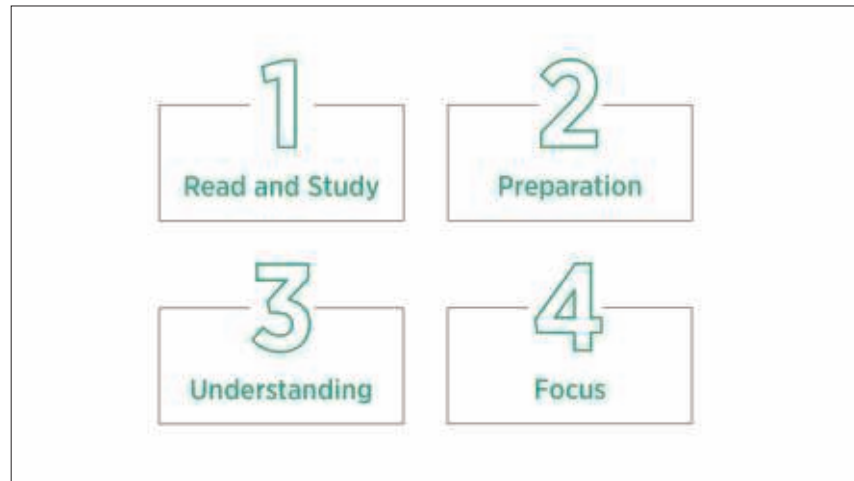
Slide 9




Study to show thyself approved unto God, a workman who needeth not to be ashamed, rightly dividing the word of truth.

2 Timothy 2:15 (KJV)


Slide 10



Slide 11

<p>LARGE GROUPS</p> 	<p>Divide children by the following grade levels:</p> <ul style="list-style-type: none">• Grades PreK-2• Grades 3-5• Grades 6-8• Grades 9-10
---	---

Slide 12

<p>SMALL GROUPS</p> 	<p>Pair children by maturity level. Consider these grades:</p> <ul style="list-style-type: none">• Grades PreK-K• Grades 1-2• Grades 3-4• Grades 5-6• Grades 7-8• Grades 9-10
---	--

Slide 13

SUPPORTING CHILDREN WITH SPECIAL NEEDS



Provide a quiet space.

Play soft music.

Use a low voice tone.

Avoid red and orange wall colors.

Avoid red and orange food dye.

Limit choices.



FAMILY LEADERSHIP
INITIATIVE