

• HIM WE PREACH • WARNING EVERY MAN & TEACHING EVERY MAN IN ALL WISDOM •
• THAT WE MAY PRESENT EVERY MAN PERFECT IN CHRIST JESUS • COL 1:28 •

Teacher's MANUAL

• TRUE JESUS CHURCH • USA •



*"Be diligent to present yourself approved to God, a worker who does not need to
be ashamed, rightly dividing the word of truth."
(2 Timothy 2:15)*

Religious Education

Teacher's MANUAL

*"For we are His workmanship, created in Christ Jesus for good works,
which God prepared beforehand that we should walk in them."
(Ephesians 2:10)*

Preface

While education is a long-term process which greatly affects the future of a person, religious education nourishes the spiritual growth of the church. Our church has dedicated much time and effort in religious education for the past several decades. While doing so, our church has made great strides in counseling and cultivating the youth, and in training and developing future holy workers. Religious education has also tremendously affected the development of holy work worldwide. Therefore, we are committed to making religious education more beneficial and effective for the church as days progress.

The General Assembly of the True Jesus Church in the United States has designed and implemented a progressive training program that offers opportunities for members to participate in the work of religious education. The “Teacher’s Manual” contains materials beneficial to new trainees and skilled teachers. It provides information on the organization of religious education, its policies and its functions, and the necessary qualities and requirements of a teacher. This manual will be used as a teaching tool and aid in the Religious Education Teacher Seminar and Workshop, as well as serve as a guide for teachers in times of need. It is also a valuable reference for teachers because it contains administrative policies pertinent to the Religious Education Department. In addition, this manual is designed to assist local churches and the General Assembly to achieve operational consistency and maintain a high-quality religious educational program.

May our Lord Jesus Christ bless us and grant us spiritual power and wisdom in working together for the growth of religious education.



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*Note: For simplicity, this manual uses the term "he" (male singular form) in reference to both sexes of student, teacher, and/or other personnel in the Religious Education Department.

*All Scriptures are taken from NKJV.

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Purposes of Religious Education

Children are a heritage and blessing from the Lord and He seeks godly offspring from us (Ps 127:3; Mal 2:15; 3 Jn 1:4). It is our duty to teach future generations about the existence of God and His relationship with us. Moses set an excellent example when he said: “Hear, O Israel: The Lord our God, the Lord is one! You shall love the Lord your God with all your heart, with all your soul, and with all your strength. And these words which I command you today shall be in your heart” (Deut 6:4—6). Early education brings abundant benefits to a student. As recorded in the Scriptures, “Train up a child in the way he should go, and when he is old he will not depart from it” (Prov 22:6).

While learning is a continuous process, the religious education program at the local church level is specifically designed to teach students from ages 4 to 22. Post graduate youth will be under the guidance of Religious Affairs. The program is conducted in a systematic and progressive manner that aims to educate students about God’s creation, care, love, commandments, salvation, and judgment toward mankind. Classes with different emphases are established in the Religious Education Department in order to meet the needs of the students of varying backgrounds and levels.

To achieve this goal, every local church and house of prayer establishes a Religious Education Department (the Department). The Department, as part of the local church organization, is under the direct supervision of the Religious Affairs Department and the Religious Education Coordinator of each local church.

The purposes of religious education are to:

- 1.** Impart spiritual knowledge to the students, and build up the pure faith within them (2 Tim 3:15; Col 3:16).
- 2.** Guide students toward Christ-like behavior, and teach them to live a Christian way of life (Prov 22:6; Mt 5:14—16).
- 3.** Guide students to pray for the power of the Holy Spirit and to serve in the kingdom of God (Gal 5:22—23; Acts 1:8).
- 4.** Train students to preach the good news and become effective witnesses with the power of the Holy Spirit and the word of God (2 Tim 4:2; Mk 16:15—18; Mt 24:14).

Through the Pastoral Department in the General Assembly, all Religious Education Departments in the United States communicate and have fellowship with one another. The Pastoral Department is responsible for the development of religious education textbooks and other teaching materials needed by local churches.

1

The Ten Basic Beliefs

The religious education program is established and developed with emphasis on the biblical teachings as the basis of education. The Basic Beliefs of the True Jesus Church, which form the objectives of the Religious Education program, are summarized as follows:

- 1.** The Lord Jesus Christ became flesh to die on the cross for the redemption of sinners, resurrected on the third day, and ascended to heaven. He is the only Savior of mankind, the Creator of the heavens and earth, and the only true God.
- 2.** The Old and New Testaments of the Holy Bible are inspired by God, and are therefore the only authentic scriptures which testify to the Truth.
- 3.** The True Jesus Church was established by our Lord Jesus Christ through the Holy Spirit (the Latter Rain), and is the revival of the true church of the apostolic days.
- 4.** Water Baptism is the sacrament for the remission of sins and for regeneration. The baptist must already have received baptisms of water and of the Holy Spirit. The water baptism must be administered in the following manner:
 - In the name of the Lord Jesus Christ
 - With the baptism candidate's head facing downward
 - Complete immersion of the baptized
 - In natural, living water (e.g., ocean, river, or stream)
- 5.** The baptism of the Holy Spirit is a prerequisite for entering heaven; speaking in tongues is the evidence of having received the Holy Spirit. The one who has received the Holy Spirit must also bear the fruit of the Holy Spirit in his life.
- 6.** Foot-washing is a sacrament that enables one to have a part in the Lord, and teaches mutual love, holiness, humility, service, and forgiveness. The foot-washing sacrament must be performed in the name of the Lord Jesus Christ to all newly baptized members. Mutual foot-washing may be practiced when necessary.
- 7.** The Holy Communion is the sacrament to commemorate the death of the Lord Jesus Christ. It enables us to partake of the flesh and blood of our Lord, and to be in communion with Him so that we may have eternal life and be raised on the last day. This sacrament should be held as often as possible. Only one unleavened bread and grape juice should be used.
- 8.** The Sabbath Day, the seventh day of the week (Saturday), is the holy day, blessed and sanctified by God. It is to be observed under the Lord's grace for the commemoration of God's creation and redemption and with the hope of eternal rest.
- 9.** Salvation is given by grace through faith. However, it is necessary to rely on the Holy Spirit to pursue holiness and to keep the biblical teachings of honoring God and loving humanity.
- 10.** The Lord Jesus Christ will descend from heaven on the last day to judge all people; the righteous will receive eternal life, while the wicked will be eternally condemned.

Our Lord Jesus Christ - The Best Teacher

We all want to be the best teacher we can be. But often, we have many questions about what makes a good RE teacher. Are some people just more cut out to be teachers than others? How often should we pray for our students? What kind of teaching techniques make the lessons come alive? It seems that there are many aspects to consider when teaching the next generation to know God. And there is no better person to learn from than our Lord Jesus. **He is the best teacher and example.** He taught many lessons and each one was unique and imprinted in the minds of the listeners. From His teachings we can see the qualities and principles that make a truly great teacher.

The Qualities of Our Lord Jesus

Despite being the Son of God, our Lord Jesus displayed **humble** qualities for us to emulate. First, Jesus Christ had **complete reliance** in the power of prayer and in the heavenly Father (Mk 1:35; Lk 5:16, 6:12–16). In the teaching ministry, it is vital for us to pray constantly for guidance from above and not rely on our own abilities. While it is important to educate ourselves and learn new techniques, ultimately, it is our Lord Jesus who provides. Second, Jesus Christ was a **willing servant** of others (Jn 13:1–17). Although our role as teachers is pivotal, we are after all God's vessels and our attitude should reflect that. We should be able to meet our students at their level, face-to-face, eye-to-eye and share God's words with them.

Our Lord Jesus led a life of **holiness** and **obedience** (Mt 3:13–17; 2 Cor 5:21; 1 Pet 2:22). We want to teach our students well, especially in the society in which we live today, but not with mere words. Our behavior outside of class should reflect what we are preaching. We should walk the talk just as Jesus Christ did. His

teachings never contradicted His lifestyle. If we want our students to come to church on time, we must do the same. If we want our students to read the Bible daily, we must pick up the Bible and set a schedule for ourselves. If we want our students to be holy and obedient, then we must first set the example.

Being a teacher is a balancing act. We want to be our students' friends but also be a strong leader for them. Our Lord Jesus gave us a good balance to follow. He **cared** about others and was **sensitive** to the needs of the others. He was **approachable, warm** and **friendly** (Mk 10:13–16; Lk 19:1–10). He never turned anyone away. We know that the children were especially fond of Him. Yet, when it was needed, He **spoke the truth** in a loving but tactful manner (Jn 4:16–18). Therefore all who heard Him respected His words but were not afraid to go to Him for help. Do we possess these qualities? Do our students see us as someone they can approach and someone they can trust to tell them what they need to hear?

humble
pray constantly
a willing servant
holy and obedient
caring
sensitive to the needs of the others
approachable
warm and friendly
speak the truth

1

The Teaching Principles of Our Lord Jesus Christ

The Lord Jesus held to some very powerful principles when He taught the multitude. Here are some that can help us as we consider our lessons:

- 1. He knew His subject well (Mt 5-7).** How well do we really understand the stories we are teaching? Can we identify with the main character? Do we feel his emotions and can we see how he has changed? It is important not only to know the story but to truly understand it so that we teach it with heart and soul.
- 2. He considered His audience and the needs of His students (Mt 4:18-19; Lk 14:7-11).** When we are developing our lessons, we need to think about the background of our students. Do some already know the stories we are telling? Are we using the appropriate language and vocabulary? We need to take these into consideration as we plan our class so everyone is engaged and learning.
- 3. He included vivid illustrations (Lk 10:25-37, 15:4-32) and challenged His followers to apply the truth.** A teacher's job is not done after the story is told. We must challenge our students to apply what they have learned in class to their lives and there is no better way to do it than through clear and meaningful examples that the students can relate to. Then they can walk away from the class feeling empowered to change and to transform their lives forever.

- 4. He taught the truth concisely and He cut to the heart of the issues (Jn 4:7-25).** It is absolutely vital to walk into any lesson with an objective or goal in mind. While our students may have many questions, we must not be deterred or go off-track. We need to stick with our plan and teach the truth clearly and powerfully so that each person has a deeper understanding of God and his faith.
- 5. He always did everything to glorify the heavenly Father (Jn 11:38-44).** It is easy to let our own pride or agenda get in the way of any holy work. We need to remember to give all glory to God as Jesus Christ did. Then we will be truly blessed and our reward will be awaiting us in heaven.

*Give God the
glory in all that
we do for Him!*

1

What Makes a Good Teacher?

One of our biggest goals as teachers is to lead our students to transformation. Someone once said that in order to change the world, we must first change ourselves. This is a very powerful statement. Usually, we try hard to change people around us but we don't stop to consider how much more effective we would be if we first took a look at our inner self. What are we projecting to our students? In order to answer that we need to ask the very simple question, "What do we look like in the inside?" Does our spiritual life correspond with the teachings of our Lord? What kinds of behavior do we exhibit? Are our thoughts pure? We will find that the more in tune we are with God spiritually, the easier it will be for us to lead our students to transformation.

Are we consecrated?

First and foremost, we must be consecrated. We need to realize that this important job is a part of God's work. We are His vessels and in order to be fully utilized, we must give ourselves fully and completely to Him. We need to allow God to work within us so that we can in turn give our best to the students.

Are we always ready to learn?

We must be ready to learn. As teachers, we are lifelong learners. If we feel we have nothing left to learn, then our spiritual life will slowly cease to grow. How can we effect change in our students when we don't have anything to offer to them? Let us always be open to ideas and different approaches to teaching so that we are constantly improving.

Do we show excitement when we teach?

When we step into a class, are we excited about the lesson? Can our students sense our enthusiasm? When we convey to them that we have something important and exciting to share, they too will become excited and anticipate a great class. There's no better way to bring about change than through people who have energy and are excited about their future.

Are we sensitive to the needs of the students and our own needs?

As teachers, we are so concerned about the needs of our students that sometimes we neglect our own needs. It is important to recognize our strengths and weaknesses. We should be confident about our talents but ready to seek help where we need it. We should also be sensitive to the Holy Spirit and His guidance. When we are in tune with God's will, we will naturally impact our students. Of course, the best way to achieve this is through daily prayers. Only then can we know where our weaknesses lie and let God's Spirit guide.

Are we committed?

We must be committed to our role as teachers. We aren't guest speakers who come in once a month and deliver a lesson. We have signed on for an important task. Teaching the next generation to grow in faith is not easy. Things don't always go smoothly and we might encounter problems along the way. But as long as we remain committed, God will open up a way. Let us allow God to work within us and build us up. Then we can see transformation all around.

1

The Importance of Teaching Values in Every Sabbath Class

Why do we need to teach our students godly values?

There are several important reasons why we need to teach our students godly values. The fact is, we are living in an evil generation (Phil 2:15) and much of what the students are exposed to is undesirable. But until they have a solid foundation, it can sometimes be difficult for them to know and understand the subtle differences between worldly values and godly values. So it is vital for us to teach them so that they are equipped to fight the battle and not allow Satan to get a hold of them (1 Pet 5:8–9). That way, our students will be able to lead a meaningful life (Jn 17:23; 2 Cor 5:12) and ultimately obtain eternal life (Heb 10:39).

What are the guiding principles when we teach godly values?

We need to rely on God's word, God's spirit and God's love in order to effectively teach our students. This is because our values should stem from our fear of God (Prov 1:7; 1 Sam 12:24; Eccl 12:13) and our desire to glorify Him in everything that we do (1 Cor 6:20). Basically, God is our source of strength and where our foundation lies.

God's word is important because the Bible is a lamp unto our feet and a light unto our path (Ps 119:105). With the word of God guiding us, we can stand and walk firmly. Having the words of God within us will also help us to understand the importance and wisdom of salvation because our goal is to enter into the heavenly kingdom. God's Holy Spirit is our Counselor (Jn 14:16–17) and He can help us grow in our faith (2 Pet 1:4; Rom 8:13). God's love can guide us to love others as ourselves (Gal 5:14; Mk 12:31) and to repay His love for us.

What do we teach when we are teaching godly values?

In terms of content, we should always remain biblically sound. That means we should teach from the basic beliefs (5 essential doctrines, 10 basic beliefs, 10 commandments) because that is what our faith is built upon. Of course, godly values are not just mere words within a lesson. They are best demonstrated in our everyday life, as words put into action. That means we need to talk about how to love and serve others (Gal 5:13) and how to really live a life of faith (i.e., prayer, Bible reading, attending church services). And of course, these same values we are imparting should also be a staple in our own lives. Our faith should be a living example for our students. Then, we can encourage one another in this heavenly journey.

“Put on the whole armor of God, that you may be able to stand against the wiles of the devil.”

(Ephesians 6:11)

1

A Teacher's Need

With my whole heart, I will seek God!

*As the deer pants for the water brooks,
So pants my soul for You, O God.
My soul thirsts for God,
for the living God.
When shall I come and
appear before God?*

(Psalm 42:1-2)

Let's seek God with our whole heart; let's long after God's truth with our whole heart; let's keep God's precepts with our whole heart; let's cry out to God with our whole heart as we serve the living God.

Spiritual hunger is the requirement for a teacher's growth!

A Teacher's *Mission Statement*

I am willing to serve in the RE ministry with gladness and a thankful heart. I will glorify God in word and deed, and love my students as Jesus loves me.

I am committed to leading my students to the abundant life Jesus prayed for in John 10:10. *"I have come that they may have life, and that they may have it more abundantly."*

With the help of the Holy Spirit, I will help my students to understand the Bible teachings, to grow spiritually, and to become a Christian soldier.

I am committed to growing spiritually closer to my Lord Jesus, living authentically and setting good examples in all aspects of my life so that I can shine for Him!

With God's guidance, I am willing to fulfill the responsibilities of an RE teacher and to keep on serving with humility.

2

Classes and Administration

In order to provide individualized attention to each student and to maximize teaching effectiveness, the religious education program at the local church should adopt a small class approach. In principle, the class size should not exceed twenty (20) students and the age span of students in the same class should not exceed five years.

Each student is assigned to a class based on his age and grade level in school. Currently, there are six classes in a fully developed Department. Allocation of students in the religious education classes can be categorized as follows:

Children Classes

Kindergarten (K)	Ages 4—5
Elementary I (E1)	Grades 1—3 or ages 6—8
Elementary II (E2)	Grades 4—6 or ages 9—11

Youth Classes

Junior I (J1)	Grades 7—9 or ages 12—14
Junior II (J2)	Grades 10—12 or ages 15—17
Senior (S)	College students or ages 18—22

Post-Graduate / Working Youth Class (Under the guidance of Religious Affairs)

Ages 23-40 who are working or in post-graduate studies

2.1 School Calendar

The school year of the religious education program begins on September 1 and ends on August 31 of the following year. There are four quarters in each calendar year:

Quarter I or Fall Quarter

(September 1 to November 30)

Quarter II or Winter Quarter

(December 1 to the last day of February of the following year)

Quarter III or Spring Quarter

(March 1 to May 31)

Quarter IV or Summer Quarter

(June 1 to August 31)

Students graduating from kindergarten, grades 3, 6, 9, 12, or college/university automatically advance to the next class level. A graduation is held during the RE Year-End and Opening Ceremony Service and Exhibits.

There are at least twelve weeks in each quarter. If a quarter has more than twelve weeks, those extra weeks shall be used for review and examinations on materials covered during the quarter.

Textbooks developed by the General Assembly are based on a three-year cycle for each class (Kindergarten only has a two-year cycle for ages four and five). There are four quarters per year and twelve weeks per quarter. Biblical teachings are systematically designed and arranged in a 144 lesson series (12 quarters in three years, 12 weeks per quarter) with increasing levels of difficulty from the children to youth classes. It is important that religious education classes at local churches take full advantage of this curricular structure to plan and implement their yearly, quarterly, monthly, and weekly teaching calendars according to the content and progress outlined in the textbooks provided by the General Assembly.

2.2 Enrollment & Graduation

Every church member 4 years old and above can enroll in the religious education program. Prior to the beginning of a new school year (September 1), the Religious Education Coordinator is required to register eligible members in the local church congregation and assign each member to a class based on his age and grade level in school. For those members who are new to the area or are newly baptized during the school year, enrollment is processed immediately after arrival, or after receiving the water baptism, respectively.

Visitors and truth-seekers to the church may also attend the classes (preferably with the member(s) who invited them).

2.3 Class Roster & Student Information

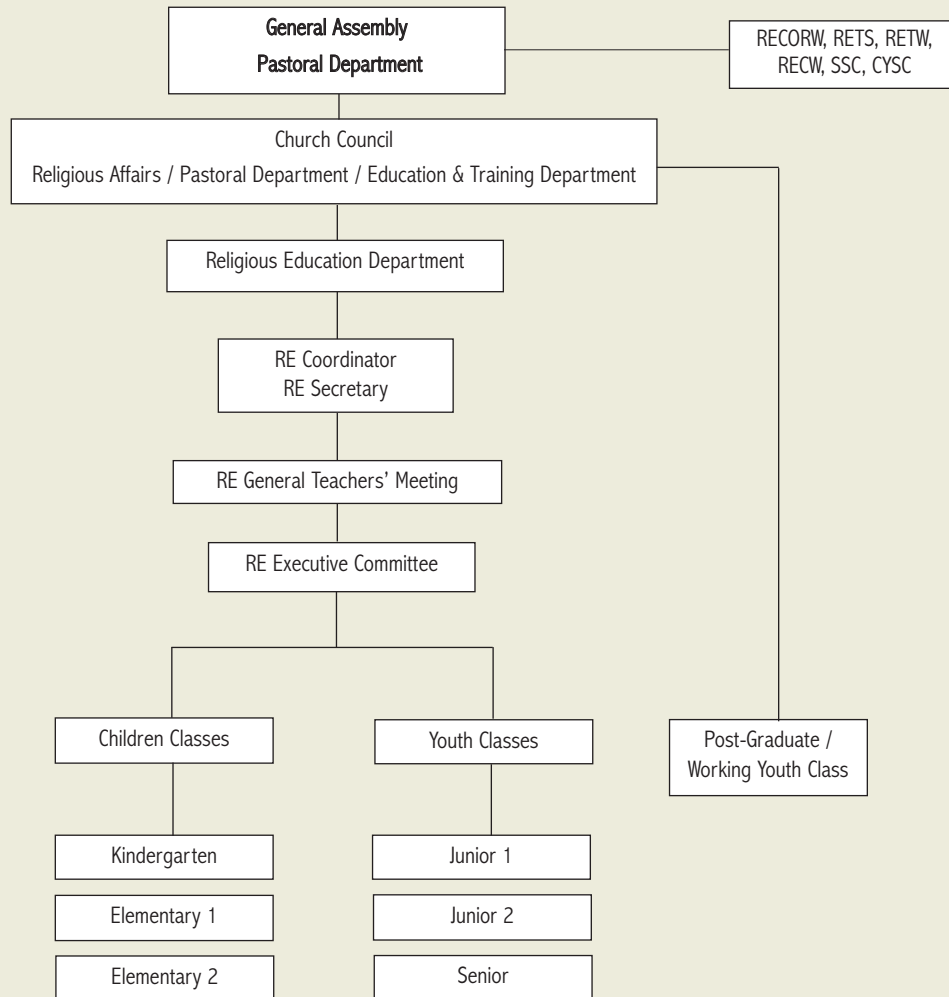
The Religious Education Department is required to maintain student records and update them quarterly. At a minimum, the record shall include the information prescribed in the class roster (see Appendix B). This roster covers the student's personal information. There is also a Student's R.E. Record form (see Appendix C) which covers the student's performance in the religious education program. Both records are maintained by the Lead Teacher of the class that the student attends, and they shall be transferred with the student upon graduation to the next Lead Teacher. (Appendix B and Appendix C can be obtained through the General Assembly of the USA.)

2.4 Finances

Two principles shall be followed when dealing with contributions or items of monetary value in the Department.

1. The offerings collected from each class shall be recorded in the Religious Education Record book. The total offerings should be submitted to the church treasurer or placed into the offering box with a note stating the date and amount of contributions from the Department.
2. Upon approval by the Lead Teacher, the RE Coordinator and the Religious Affairs/Education Department, all expenses incurred by the staff of the Department may be claimed by filling a reimbursement form with the receipts attached. If the expense is within the allotted budget (decided at the beginning of the school year), the amount will be reimbursed by the Financial Affairs Department of the local church. It is always good practice to let the Lead Teacher and/or RE coordinator know of each purchase. Purchases in excess of the budget passed by the Church Council must be submitted to the Church Council for approval before the item(s) is/are purchased.

2.5 Organization Chart for the Religious Education Department



The Religious Education Department consists of students and staff. The staff includes Teachers, Lead Teachers, a Religious Education Coordinator, and a Department Secretary. This chapter provides the guidance on the qualifications, roles, and responsibilities of each staff member.

3.1 RE Teacher

To ensure that there are sufficient numbers of qualified church members to serve in the religious education program, the Department has to develop a progressive training program to train those who wish to serve the Lord Jesus Christ in religious education. This should be a step-wise program with various seminars and workshops aimed to equip the trainees with proper virtues, knowledge, and skills necessary for educating the next generation. Consequently, a religious education class may have a combination of Teachers-In-Training, Intern Teachers, and Teachers serving the same group of students. Except for teachers-in-training, each qualified member who serves in the religious education program must have successfully passed the RETS.

Generally, the Religious Education Executive Committee should review all current teachers in June and recommend the new teacher list for the next school year to the Church Council in July for approval and appointment.

3.1.1 Qualifications of an RE Teacher

- 1.** Be a member of the True Jesus Church for at least two years.
- 2.** Be sixteen years of age.
- 3.** Be filled with the Holy Spirit and exhibit good examples in faith, conduct, purity, speech, attire, marriage and family according to

the biblical principles.

- 4.** Meet the requirements of Acts 6:3.
- 5.** Have a full understanding of the Ten Basic Beliefs and be firmly convicted of the doctrines of the True Jesus Church.
- 6.** Have a good record of attending church services.
- 7.** Have love and a desire to serve the Lord in the religious education program.

3.1.2 Teacher-In-Training

A candidate for Teacher-In-Training must be a member of the True Jesus Church for at least two years. The candidate must be at least sixteen years of age and meet the qualifications listed above.

By recommendation of the Religious Education Executive Committee, and approval of the Church Council, the candidate will become a Teacher-In-Training in the Religious Education Department. Each Teacher-In-Training will be assigned to a specific class by the Religious Education Executive Committee and begin service in the religious education program. A Letter of Appointment shall be issued by the Church Council.

During the training period, the Department will design a progressive training program for the trainee to expand his involvement and experience in religious education. See 3.1.2.1 Progressive Training Program for Teacher-In-Training.

The Teacher-In-Training's appointment is for one year and may be renewed annually. When the opportunity arises, a Teacher-In-Training shall be approved by the Church Council to attend the Religious Education Teacher Seminar (RETS), organized by the General Assembly, for formal training to become an Intern Teacher.

3.1.2.1 Progressive Training Program for Teacher-In-Training

Progressive Training Program for Teacher-in-Training

After the candidate has been approved to become a teacher-in-training by the Church Council, the RE coordinator should welcome him to the RE department. The RE coordinator should discuss with the teacher-in-training and assign him to a specific class, taking into consideration the person's preference as well as the church's needs. At this time, a copy of the **Teacher's Manual** and the **Ten Basic Beliefs** should be given to the teacher-in-training so that he may familiarize himself with his role and responsibilities.

As the year progresses, the teacher-in-training can follow this suggested training plan:

1st Quarter

1. Assign to observe experienced teachers two to three times. (Ensure Teacher-In-Training will not miss more than three Sabbath services per quarter.)
2. Should not be asked to lead any part of the class.
3. Serve as an assistant, including tasks such as sitting next to a particular student, recording the class records, and passing out supplies.
4. The teacher or lead teacher may debrief the lesson with the teacher-in-training (e.g., why the teacher delivered the story in a certain way, how a difficult situation with a student was handled, etc.).

2nd Quarter

1. Assign to lead in-class activities and/or hymn singing with an experienced teacher observing (two to three times).
2. Should not be asked to lead the lesson or story-telling.
3. After the class, the teacher or lead teacher will provide feedback, including areas of strength, areas for improvement, and other suggestions.
4. Assign to observe different teachers (two to four times).

Before 3rd Quarter

RE coordinator reviews if the teacher-in-training continues to meet the qualifications. If he does, ask the teacher-in-training to prepare for the RETS. If not, the RE coordinator should give constructive advice.

3rd Quarter - 4th Quarter

1. An experienced teacher should plan the entire lesson with the teacher-in-training. After the lesson planning, he should lead the lesson with the experienced teacher observing.
2. After the class, the experienced teacher or lead teacher will provide feedback including areas of strength, areas for improvement, and other suggestions.
3. Assign to observe different teachers (two to four times).

Before the RETS

1. Assign to lead a lesson with experienced teacher observing at least twice.
2. The experienced teachers will provide feedback as in 3rd quarter.
3. Assess if the teacher-in-training is ready to attend RETS.

3.1.3 Intern Teacher

A Teacher-In-Training who has attended and successfully completed and passed the Religious Education Teacher Seminar is to become an Intern Teacher. Upon completion of the seminar, the General Assembly will issue a Certificate of Completion (see Appendix I). Key factors to be considered in this transition include the candidate's reputation, conduct, scriptural knowledge, and his experience, interest, and devotion to religious education.

The length of the internship shall be at least one year. A Letter of Appointment, which carries a one-year term, shall be issued to the Intern Teacher by the Church Council at the beginning of the next school year. During the internship, the Lead Teacher of that class and the Religious Education Coordinator shall gradually increase the roles and responsibilities of the Intern Teacher in the areas of teaching, administration, and interaction with students and parents. For example, the lead teacher or RE coordinator should observe the intern teacher while in class. The intern teacher may be asked to submit a lesson plan to the lead teacher or RE coordinator periodically to look at the strengths and areas for improvement for future lessons. The lead teacher will regularly debrief with the intern teacher to discuss problems, share ideas, and show support. The intern teacher may be asked to fill out a self-reflection survey after a period of six months to review his or her performance. The lead teacher can use this opportunity to work with the intern teacher to discuss goals and expectations.

3.1.4 Teacher

Upon successful completion of the internship program and having been deemed suitable to be a teacher, and by recommendation of the Religious Education Executive Committee, an Intern Teacher shall be recommended by the Religious Education Coordinator to the Church Council to be appointed as a Teacher of the Religious Education Department. A Letter of Appointment shall be issued to the Teacher by the Church Council at the beginning of the next school year. A Teacher may be assigned by the Religious Education Executive Committee to a specific class either on an annual basis or for the duration of one year.

3.1.5 Roles and Responsibilities of a Teacher

The roles and responsibilities of a Teacher are as follows:

- 1.** To assist the Lead Teacher in the development and execution of the quarterly and annual work plan of the class. Assist Lead Teacher in holding Parent-Teacher Meeting.
- 2.** To work together with the Lead Teacher and other teachers in the class to ensure smooth progress of the class.
- 3.** To execute and fulfill the assigned work in a faithful and timely manner.
- 4.** To effectively convey biblical teachings as well as lesson objectives to students through stories, audio/visual aids, and graphics that they can comprehend.
- 5.** To counsel students in matters related to their spiritual and physical lives when necessary.
- 6.** To complete class records for service, attendance, offering, and activity in an accurate and timely manner.
- 7.** To attend General Teachers' Meetings, Class Teachers' Meetings, and Religious Education Teacher Workshop (RETW) to improve spirituality and teaching skills.
- 8.** Set an example in conduct, speech, attire, and behavior, as these will have a direct impact on the students.

3.2 Lead Teacher

Each class of the Religious Education Department is coordinated by a Lead Teacher. The teachers of a class may suggest a Lead Teacher to the RE Coordinator. However, the RE Coordinator should work with the Education Council or Religious Affairs to nominate the Lead Teachers. Generally in July, the names shall be submitted to the Church Council for approval and appointment.

The term of the Lead Teacher's appointment is one year. A person shall not serve this position for more than two consecutive years, unless the local Church Council approves of extending the appointment due to extenuating circumstances (e.g., small churches or remote areas where manpower is lacking).

3.2.1 Qualifications of a Lead Teacher

The Lead Teacher must meet the following qualifications:

- 1.** Meet the qualifications of an RE Teacher.
- 2.** Have a solid record of devotion in serving the Lord and in attending church services.
- 3.** Have served in the Religious Education Department for at least two years.
- 4.** Be filled by the Holy Spirit and have a good reputation.
- 5.** Meet the requirements of Acts 6:3.
- 6.** Be familiar with the Religious Education Department operations and administrative matters.

3.2.2 Roles and Responsibilities of a Lead Teacher

The roles and responsibilities of the Lead Teacher are as follows:

- 1.** To coordinate with other teachers in the class and collectively develop and implement quarterly and annual work plans for the class (see page 19).
- 2.** To manage resources available to the class and to ensure smooth progress of the weekly classes.
- 3.** To help resolve logistical and personnel problems in the class.
- 4.** To create and maintain a conducive environment for learning in

the classroom.

- 5.** To convene and preside over the class teachers' meetings.
- 6.** To lead teachers in regular and emergency visitations to students.
- 7.** To lead teachers in Parent-Teacher meetings (see Record Book) and maintain good communication with the parents.
- 8.** Be a liaison between students, teachers, and the Religious Education Coordinator to improve the religious education program.
- 9.** To prepare, maintain, and safeguard class records on service, work assignment, scheduling, attendance, offerings, and class meeting minutes.
- 10.** To safeguard and keep an inventory of the audio/video tapes, reference books, other teaching aids, class handout materials, and office supplies used by the class.
- 11.** To carry out any other religious-education-related assignments as given by the Religious Education Coordinator.
- 12.** To counsel a teacher who is negligent of his duties or whose conduct proves to be less than exemplary of biblical teaching and Church Council directives.
- 13.** To mentor the Teacher-in-Training and Intern Teacher in the areas of teaching, administration, and interactions with students and parents.

3.3 Religious Education Coordinator

The Religious Education Coordinator is responsible for the operation and administration of the Religious Education Department. The qualifications, roles, and responsibilities of the Coordinator are described below. He shall be appointed by the Church Council. He is to report to the Church Council regarding all the matters in the Religious Education Department.

The term of the Religious Education Coordinator's appointment is two years. A person shall not serve this position for more than four consecutive years, unless the local Church Council approves of extending the appointment due to extenuating circumstances (e.g. small churches or remote areas where manpower is lacking).

Generally, the RE coordinator is to be appointed in June by the Church Council. This gives the existing RE coordinator time to train and transfer duties. The new term will begin in September.

3.3.1 Qualifications of an RE Coordinator

The Religious Education Coordinator should meet the following qualifications:

- 1.** Meet the qualifications of an RE Teacher.
- 2.** Have a solid record of devotion in serving the Lord for at least three years in the Religious Education Department and in attending church services.
- 3.** Aged twenty-five years or older.
- 4.** Be filled by the Holy Spirit and have a good reputation.
- 5.** Meet the requirements of Acts 6:3.
- 6.** Be an experienced teacher with administrative and leadership skills.

3.3.2 Roles and Responsibilities of an RE Coordinator

If the Religious Education Coordinator is absent from his work for less than thirty days, the Secretary of the Department shall automatically assume the Coordinator's duties. If the Coordinator is to be absent from his position for more than thirty consecutive days, he shall appoint a suitable substitute to carry out his duties and notify the Religious Affairs, the Secretary, and Lead Teacher of each class prior to his absence. If the Coordinator is unable to execute his duties for any reason for more than ninety consecutive days, he shall request a leave from the Church Council to appoint a substitute.

At the beginning of the school year, the RE coordinator should remind all teachers of their purpose in serving in the RE ministry. On page 8, there is a Teacher's Mission Statement. This can be shared during a General Teachers' Meeting at the beginning of the year, or printed out (or emailed) and given to each teacher. The RE coordinator may also give the Teacher's Mission Statement out with the appointment letter. This statement can remind the teachers of the importance of the RE ministry and of their commitment to serve the Lord.

The roles and responsibilities of a Religious Education Coordinator are as follows (please see the checklist for more details):

- 1.** To plan, develop, and implement short-term and long-term strategies/goals for the Department and for each class (see page 18).
- 2.** To lead and supervise the Department staff in the spiritual growth of each class.
- 3.** To coordinate the operations and administration of the Department.
- 4.** To attend class activities and evaluate teacher performance and teacher-student interactions.
- 5.** To create and maintain a conducive environment for teaching and learning.
- 6.** To provide support and resources needed to care for and educate the students.
- 7.** To promote continued training of the staff and ensure that they meet high standards.
- 8.** To convene and preside over the Religious Education Executive Committee Meeting and General Teachers' Meeting.
- 9.** To safeguard the properties and records of the Department.
- 10.** To represent the Religious Education Department in the Church Council meeting.
- 11.** To assist the Church Council on issues related to religious education and function as a liaison between the Department and the Church Council.
- 12.** To carry out any other religious education-related assignments as directed by the Religious Affairs Department (Pastoral/ Education) of the Church Council.

3.4 Secretary of the RE Department

The Secretary of the Religious Education Department shall be selected from among experienced teachers who are gifted in administrative matters. The secretary shall be recommended by the Religious Education Coordinator to the Church Council for approval and appointment.

The term of the Secretary's appointment is two years. A person shall not serve this position for more than four consecutive years, unless the local Church Council approves of extending the appointment due to extenuating circumstances (e.g. small churches or remote areas where manpower is lacking).

3.4.1 Qualifications of a Secretary

The Secretary of the Religious Education Department shall meet the following qualifications:

- 1.** Meet the qualifications of an RE Teacher.
- 2.** Have a solid record of devotion in serving the Lord and in attending church services.
- 3.** Have served in the Religious Education Department for at least two years.
- 4.** Be filled by the Holy Spirit and have a good reputation.
- 5.** Meet the requirements of Acts 6:3.
- 6.** Be familiar with the Religious Education Department operations and administrative matters.

3.4.2 Roles and Responsibilities of a Secretary

The roles and responsibilities of the Secretary of the Department are as follows (please see the checklist for more details):

- 1.** To assist the Religious Education Coordinator in the operations and administration of the Department.
- 2.** To compile and catalogue correspondence issued and received by the Department.
- 3.** To record and compile minutes of the Religious Education Executive Committee Meetings and General Teachers' Meetings.
- 4.** To maintain complete and accurate records of expenses incurred by the Department.
- 5.** To maintain complete and accurate records of the property and equipment owned by the Department.
- 6.** To maintain complete and accurate records on Department-related activities.
- 7.** To maintain and update the Departmental files and library.
- 8.** To assist each class in developing its own filing and record keeping system.

3.5 Other Administrative Matters

Members of the religious education staff are required to observe the following principles in their execution of Departmental affairs:

1. All correspondences issued by the Department to any sister church, the General Assembly, True Jesus Church-related organization, or an individual may be drafted by a staff of the Religious Education Department, but they must be signed by the chairperson of the local Church Council.
2. No one is allowed to be absent from assignments and meetings without a valid reason. If for any reason a teacher is unable to perform the assigned task or is unable to attend a meeting, he must notify the Lead Teacher, who in turn will inform the Secretary and the Religious Education Coordinator in advance. Furthermore, the person who will be absent is responsible for finding a suitable substitute with ample notice to carry out the assignment.
3. One must be submissive to the meeting resolutions, Church Council's guidance and the guidance of the Holy Spirit.
4. One must respect and maintain strict confidentiality at all times of the subject matters dealing with personnel or other sensitive issues discussed in the meetings.
5. Teachers from outside the United States who have not gone through any religious education training should attend the RETS before becoming an Intern Teacher.

3.5.1 Teacher Resignation

If a teacher should express the desire to resign, the RE coordinator and/or the religious affairs of the local church should make every effort to understand the reasons behind such a decision (i.e., Is it because there is a conflict with personnel? Is the teacher struggling in teaching?). Once the reason has been determined, the RE coordinator or religious affairs should try to resolve the problem before the acceptance of his resignation.

3.5.2 Returning Teachers

Returning teachers are members who have successfully passed the RETS and received a certificate of completion and would like to serve in the RE department again after having not served in the RE department for a period of time due to various reasons. The Religious Education Executive Committee should review each one based on the qualifications of an RE Teacher under 3.1.1. They will be given a Letter of Appointment after the approval of the RE Executive Committee and the Church Council. They should be observed as Intern Teachers and follow the step-wise training as listed in section 3.1.3.

3.5.3 Transferring Teachers

Any current teacher who moves to another church due to studies, work or family reasons can continue to serve. Before the teacher begins service, the Religious Education Executive Committee will need to welcome the teacher and find out what level of class he/she will be teaching. The local church council also needs to be notified and approve the assignment prior to teaching. Transferring teachers should observe the class for a quarter before teaching.

3.5.4 Suspension of Duty

A teacher should be filled with the Holy Spirit and exhibit good examples in faith, conduct, purity, speech, attire, marriage and family according to the biblical principles. If a teacher is found to be negligent of his duties as scheduled, or he is found to be a detriment to the holy work, or his conduct proves to be less than exemplary of biblical teaching and Church Council directives then he shall be counseled by the Lead Teacher, the Religious Education Coordinator, and, if necessary, the Religious Affairs or the ministers of the local church. If no improvement is evident after repeated consultations, the Church Council shall take proper action which may include suspending the person from service and revoking his duties in the Department. The appointment, suspension and amendments of the position of an RE teacher will be done under the discretion of the Church Council.

Houston Church RE 2011 Goals and Objectives for Department and All Classes

Church Goals	RE Dept. Goals	Corresponding RE Dept. Objectives
Personal Spiritual Cultivation	RE Teachers to Be the Bridge to Lead Students to God	<ul style="list-style-type: none"> • Progress to be made in "RE Teacher Spiritual Growth Self-Assessment." • RE Teachers' personal spiritual cultivation plan: to share with class teachers on a quarterly basis (how to strengthen our individual spiritual characters, and in what areas, in order for students to model after) • Ensure the education objective of every lesson contains spiritual teachings, and to emphasize those teachings in order to bring students closer to God • RE teachers are to help students define their own personal spiritual cultivation plans and to execute them • Quarterly RE Newsletter - to encourage students to feel closer to God through spiritually uplifting articles
Training	RE Teachers' Training & Certification	<ul style="list-style-type: none"> • To hold RETW event and encourage all teachers to attend: to equip new teachers and to refresh existing teachers • To provide nationwide RE teacher training news and encourage teachers to attend • To identify potential new teachers for training and be involved in RE activities • To continue proceeding with weekly class teachers' communication, for mutual encouragement and class information exchange • To form RE Executive Committee in order for the Coordinator and all Lead Teachers to practice with RE Administration and Operation • Quarterly RE Newsletter - to allow teaching and learning experiences to be shared and exchanged
	To Welcome Parents to Be Active Participants in the RE process	<ul style="list-style-type: none"> • To communicate with parents regarding the importance of religious education at home • RE teachers to communicate with parents regarding setting up daily or weekly family Bible reading plan (or Bible story sharing plan for younger children) • RE teachers to provide periodic take-home activities to allow parents to interact with RE students and to participate in their RE process • To establish channels or continue communicating with parents on a frequent basis regarding RE students' learning and performance • Quarterly RE Newsletter - to let parents understand RE programs better, and also to allow them to share their thoughts as RE parents
	Hymnal Worship	<ul style="list-style-type: none"> • To evaluate and locate children's hymnal resources for young children, and to acquire sheet music or supplemental CDs • To arrange opportunities or activities that will motivate students to learn hymns from the hymn book • To encourage teachers and students to share from and relate to hymnal lyrics, instead of singing hymns just as a formality • To train older students to be able to lead hymns during service

Houston E2 Class Goals

E2 Corresponding Goals	Objectives	Actual Work Plan
Spiritual Cultivation	<ol style="list-style-type: none"> To be able to develop a personal relationship with God To care for other people 	<ul style="list-style-type: none"> Students will each have a buddy and will call each other midweek (limited to few minutes per call) To pray 10 minutes daily To read assigned Bible Reading for the week To keep a weekly praise log
To receive Holy Spirit	To be zealous in praying for the Holy Spirit	<ul style="list-style-type: none"> To remind students about the importance of praying for the Holy Spirit Encourage students to pray at home and at monthly RE prayers Encourage students to attend SSC
Let students have full attention and understanding during services	To be able to participate and take notes (title of sermons and all verses mentioned at service as well as simple key points) at Morning Sabbath Service	<ul style="list-style-type: none"> Encourage students to arrive on time for service To check their notes weekly and give positive feedback To communicate with parents to remind student to bring notebook and pencils
To help students use Bible with ease	<ol style="list-style-type: none"> To be able to name all books of the Bible in the correct order upon assessment To be able to locate at least 95% of the Bible verses during sermon or class time 	<ul style="list-style-type: none"> To help students remember the Bible books through specially designed activities (songs, flashcards, and games) Always refer to Bible verses during class time and to encourage students to practice referring to the verses To remind students to always bring Bible, hymn book, and notebook every week
To be able to memorize TJC 10 Basic Beliefs	To be able to memorize all 10 Basic Beliefs of True Jesus Church	<ul style="list-style-type: none"> To help students memorize the 10 Basic Beliefs through specially designed activities (flashcards, games)
Daily walk with Bible Reading	E2 teachers take turns to make up chapter-by-chapter Bible Reading questions to share with E2 parents	<ul style="list-style-type: none"> E2 teachers to work with parents and to provide parents review questions with students
Teacher and Parent Communication	Weekly E2 communication regarding any progresses and issues during class	<ul style="list-style-type: none"> Communication e-mail to be sent to all E2 teachers and parents on a weekly basis
Through Hymnal Worship, students are able to draw closer to God and to have a willing heart to serve Him	<ol style="list-style-type: none"> To be familiarized with most hymns from the hymn book To train students to be accompanists 	<ul style="list-style-type: none"> Students will begin Hymnal Worship at 1:50 Students will rotate playing the piano/keyboard every week Students will pick a chosen hymn and play the melody on the keyboard

An RE Coordinator's Responsibilities Checklist

RE Coordinator's Responsibilities	Ref	Done	Note
1. To plan, develop, and implement short-term & long-term strategies for the RE department and for each class			
- set quarterly and/or annual RE goal			
- devise an annual plan (cooperate with the schedules of the local church and GA); give a copy of annual plan to Religious Affairs / Education Department	4.2		
- review and update annual plan frequently			
- estimate annual RE expenses	2.4		
2. To lead & supervise the teachers in spiritual growth of each class	6, 10		
- build up the teachers: strong commitment in teaching; have vision			
- hold teachers' fellowship	5.3.2		
- encourage teachers to attend church seminars/workshops	6.3		
- be aware of the RE teachers' spiritual growth (i.e., do they attend the Sabbath service, family services, workshops, seminars, etc.)			
- resolve disputes among teachers, teachers & students or teachers & parents			
- conduct visitations to communicate with students and parents	5.3.1		
3. To coordinate the operations and administration of the RE Department			
- attend each Class Teachers' Meeting	4.4		
- coordinate RE activities (RE prayer, RE teacher's prayer, Opening Ceremony, RE picnic, etc.)	5.3		
- pay attention to the operations of every class weekly			
- register new members and assign them to a class	2.2		
- manage personnel and administrative matters related to the department	3.1, 3.2, 3.4, 3.5		
- inform your absence to RE secretary, RA or related teachers	3.3.2		
- attend PTA and hold parenting workshop			
4. To attend class activities and evaluate teacher performance and teacher-student interactions			
- attend the class or activity/fellowship			
- review RE Record Book of each class	5.4		
- give the teachers constructive feedback			
5. To create and maintain a conducive environment for teaching and learning			
- correspond with General Affairs to provide a safe and appropriate learning environment	9.2		
- support Lead Teacher in creating and maintaining a conducive environment for learning in the classroom	9.2		
- create a spiritual environment; encourage students not to bring outside entertainment (i.e., games, cards, electronics)			
6. To provide support and resources needed to care for and educate the students			
- communicate with the parents			

An RE Coordinator's Responsibilities Checklist

- understand what the teachers and classroom needs are; provide constructive feedback, emotional support, and spiritual counseling			
- set up and maintain an RE library, evaluate and purchase teaching materials and other resources, such as reference books	5.2		
- propose revisions and amendments to RE textbooks to GA			
7. To promote continued training of the staff and ensure that they meet high standards			
- hold a teachers' workshop (locally)			
- design a progressive training program for Teachers-in-Training & Intern Teachers	3.1.2 3.1.3		
- counsel teachers who are continually negligent of duties or whose behavior is less than exemplary of biblical teachings	3.5.4		
8. To convene and preside over the REEC Meeting and General Teachers' Meeting			
- convene General Teachers' Meeting (at least once a year)	4.3		
- convene RE Executive Committee (REEC) meeting (quarterly or more)	4.2		
- facilitate the recommendation of Teachers-in-Training in REEC meeting	4.2		
- propose RE department teacher list for review in REEC	3.3.2		
- review the meeting minutes and carry out the meeting's decision			
9. To safeguard the properties and records of the RE Department			
- safeguard, secure, and coordinate the hardware properties of the RE			
10. To represent the RE Dept. in the Church Council meeting			
- regularly keep Religious Affairs (Education Department) informed of RE situation			
- obtain CC approval for any planned field trips or outdoor activities	5.5		
- review and recommend RE teachers for new school year to CC on behalf of RE Executive Committee	3.1,3.2, 3.4		
- attend CC meeting, if needed			
11. To assist the Church Council on issues related to RE and function as a liaison between the RE and the Church Council			
- invite Religious Affairs/ministers to attend the General Teachers' Meeting	4.3		
12. To carry out any other RE related assignments as directed by the Religious Affairs (Pastoral/Education Department) of the Church Council			
- help out in special services; e.g., Mother's Day, Father's Day, Tribute to Elders			
- inform Lead Teachers to schedule additional classes during church special events (i.e., Spiritual Convocations, Evangelical Services) on an as-needed basis			
13. To pray for all the teachers and the growth of the Department			
- pray for each RE teacher & student	6.2 (1)		

An RE Secretary's Responsibilities Checklist

RE Secretary's Responsibilities	Ref	Done	Note
1. To assist the RE coordinator in the operations and administration of the RE department			
- have good communication with RE coordinator			
- automatically assume the coordinator's duties when the coordinator is absent	3.3.2		
- assist the RE coordinator during RE events			
- order RE Teacher's Guides, Student Workbooks, class record books, Letter of Appointment			
2. To compile and catalogue correspondence issued and received by the RE department			
- maintain one copy of GA letters which are related to RE			
3. To record and compile minutes of the REEC meetings and General Teachers' meetings			
- record the meeting minutes			
- send REEC meeting minutes to lead teachers, RE Coordinator, and Religious Affairs of the Education Department	4.1		
- send General Teachers' meeting minutes to entire RE department & Religious Affairs Education Department			
- maintain a good filing system (I can easily find my RE meeting minutes)			
4. To maintain complete and accurate records of expenses incurred by the department			
- maintain RE expenses record	2.4		
5. To maintain complete and accurate records of the property and equipment owned by the department			
- maintain, organize, and purchase RE equipment and supplies			
- maintain and organize RE Teacher's Guide and Student's Workbook			
6. To maintain complete and accurate records on Department-related activities			
- maintain and organize the old RE Class Record Books for 3 years	5.4		
- maintain complete and accurate records on department-related activities			
- record RE-related local/regional seminar/workshop			
- maintain and organize seminars/workshops handouts and reports			
7. To maintain and update RE library	5.2		
- organize RE library & catalogue RE teacher teaching references			
8. To assist each class in developing its own filing and record keeping system			
- ensure that each class is updating the RE teacher and student information	2.3		

A Lead Teacher's Responsibilities Checklist

Lead Teacher's Responsibilities	Ref	Done	Note
1. To coordinate with other Teachers in the class and collectively develop and implement quarterly and annual work plans for the class			
- set quarterly and/or annual goals for your class			
- create quarterly class schedules & assignments			
- work with teachers to develop classroom rules for the students			
- plan out-of-class fellowship activities	5.3, 5.5		
2. To manage resources available to the class and to ensure smooth progress of the weekly classes			
- obtain sufficient copies of Teacher's Guide and Student Activity Book (one month prior to start of new quarter)	5.2		
- ensure adequate classroom resources (i.e., whiteboard markers, scissors, crayons, etc)	5.2		
- ensure teacher assigned is available to teach			
- read RE Record Book of your class from time to time	5.4		
3. To help resolve logistical and personnel problems in the class			
- understand all the students in your class; pay attention to any with special concerns	7		
- work with class teachers on how to deal with misbehavior	9.4		
- inform your absence to RE coordinator and related teachers			
4. To create and maintain a conducive environment for learning in the classroom	9.2		
- supervise class teachers to keep the classroom clean and orderly			
5. To convene and preside over the class teachers' meetings			
- hold Class Teachers' Meeting at the end of each quarter (invite the RE Coordinator)	4.4		
- assign meeting minute taker and ensure the minutes are sent out to all teachers afterwards			
6. To lead teachers in regular and emergency visitations to students			
- work with RE coordinator and class teachers to conduct visitations to students	5.3.1		
- be aware of consecutive student absences			
7. To lead teachers in Parent-Teacher meetings			
- send out PTA invitation one month prior the meeting (see sample invitation in Teacher Record Book)			
- work with RE Coordinator to hold parenting workshops based on needs of your class			

A Lead Teacher's Responsibilities Checklist

8. Be a liaison between students, teachers, and the Religious Education Coordinator to improve the religious education program	4.2		
- attend RE Executive Committee (REEC) meetings; pass along any important information required to your class teachers			
- regularly keep RE coordinator informed of class situation			
- inform RE Secretary & Coordinator when class teachers cannot make assignments or attend meetings	3.5		
9. To prepare, maintain, and safeguard class records on service, work assignment, scheduling, attendance, offerings, and class meeting minutes			
- maintain class roster and record book for current year (Appendix A & B)	2.3, 5.4		
- maintain Student RE Records for students of the class (Appendix C)	2.3		
- at end of August, transfer student records of graduating students to the Lead Teacher of the appropriate class; give the record book to RE secretary for keeping	2.3, 5.4		
- maintain class meeting minutes			
10. To safeguard and keep an inventory of the audio/video tapes, reference books, other teaching aids, class handout materials, and office supplies used by the class	5.2.1 – 5.2.3		
11. To carry out any other religious-education-related assignments as given by the Religious Education Coordinator			
- additional classes during Spiritual Convocations or special events (RE Opening Ceremony, Tribute to Elders, etc.)			
12. To counsel a teacher who is negligent of his duties or whose conduct proves to be less than exemplary of biblical teaching and Church Council directives			
- evaluate your class teachers and counsel those who may have become negligent in their duties	3.5.4		
13. To mentor the Teacher-In-Training and Intern Teacher in the area of teaching, administration, and interactions with students and parents			
- work with RE coordinator to design work program and evaluation program for teacher-in-training of your class	3.1.2		
- work with RE coordinator to design work program and evaluation program for Intern Teacher assigned to your class	3.1.3		

4

Committee and Meetings

As members of one body, all staff members of the Religious Education Department should participate in the operations of the Department. Work is planned and assignments are executed as a team. To facilitate the smooth operation of the Department, permanent committees and ad-hoc task teams may be established at the local church level. This chapter describes the functions of the Religious Education Executive Committee and other important meetings conducted by the Religious Education Department.

4.1 Meeting Procedures

Regular and special meetings may be held during the course of the Religious Education Department operations. Special emergency meetings may be called as the need arises. With the exception of emergency meetings, a two-week notice along with a proposed agenda shall be given to all intended attendees and guests. Upon receipt of this notice, the invitee may submit proposal(s) to the issuer to be included in the agenda for deliberation.

Copies of meeting minutes shall be distributed to all intended attendees/guests, as well as to the Religious Education Coordinator and the Secretary, and be kept on the permanent files. Passage of important issues must require a two-third majority of all the attendees eligible to vote.

4.2 RE Executive Committee (R.E.E.C)

The Religious Education Executive Committee is the administrative body within the Religious Education Department. The

Religious Education Executive Committee meetings shall be held quarterly, or more frequently, as necessary.

The religious Education Executive Committee is headed by the Religious Education Coordinator and consists of the Religious Education Coordinator, Secretary, and Lead Teachers. The Religious Affairs or Education Department serves as an advisor to the Department and can be invited to attend the Religious Education Executive Committee meetings. The ministers and the previous term Religious Education Coordinator can be invited to attend meetings should the need arise.

Functions of the Religious Education Executive Committee are as follows:

- 1.** To devise quarterly and annual work plans for the Department and for each class.
- 2.** To assess the status and progress of each class and provide constructive recommendations.
- 3.** To offer feedback to the Lead Teacher of each class with respect to the strengths and weaknesses of his class.
- 4.** To secure, coordinate, and provide resources needed by each class.
- 5.** To recommend candidates for teachers to the Department.
- 6.** To resolve disputes among teachers.
- 7.** To manage other administrative and personnel matters related to the Department.
- 8.** To design a program to train Teachers-In-Training and Intern Teachers in the areas of teaching, administration, and interactions with students and parents.
- 9.** To evaluate teachers and provide counseling to teachers who are negligent of their duties or whose conduct prove to be less than exemplary of biblical teaching and Church Council directives.

4.3 General Teachers' Meeting

A General Teachers' Meeting shall be called by the Religious Education Coordinator once a year or more frequently, as necessary. The purposes of the meeting may include, but are not limited to, the following:

1. To propose suggestions in order to improve the operations of each class and the Department.
2. To propose revisions and amendments to the Teacher's Manual of Religious Education to the General Assembly.
3. To discuss and resolve general matters pertinent to the Department.

The meeting shall be attended by all teachers. The Religious Affairs or Education Department and the resident minister are to be invited to the meetings.

Major or complicated issues can first be studied by an ad-hoc committee or a task team before they are discussed and decided upon in the general meeting.

Resolutions of major issues discussed at the General Teachers' Meeting are to be submitted to the Church Council for approval before implementation.

4.4 Class Teachers' Meeting

The Lead Teacher of each class shall convene a Class Teachers' Meeting at the end of each quarter. The purpose of such meetings is to review progress and performance of the past quarter, develop work plans for the new quarter, coordinate utilization of resources, devise schedules, and resolve logistical and personnel issues within the class. The Class Teachers' Meeting may be held more often if the need arises. The RE coordinator should attend the class meeting in order to fully understand the progress of the class.

5

Worship Services and Activities

Each religious education class meets once a week and holds its class on Sabbath (Saturday) mornings or afternoons at the church premises. The teaching format and the way it is conducted may vary due to the difference in students' ages, duration of concentration spans, and the levels of their reasoning and comprehension abilities. In general, weekly in-class activities can be divided into several components. Other out-of-class activities sponsored by the Department may be conducted either on a regular or as needed basis. Each of these activities are described as follows:

5.1 In-Class Activities

The length of each religious education session should be between one and one and a half hours (60–90 minutes). Each session can be divided into several segments or components. The contents and duration of each segment are class-specific and may vary, as required.

The weekly religious education session can be divided into the following segments with approximate time allocations for each:

Children Classes

1. **Hymnal worship** before the lesson – 10 to 15 minutes.
2. **Worship** – Lesson or story-telling (including two prayers) – 30 to 45 minutes.
3. **Activity** after the lesson – 20 to 30 minutes.

Youth Classes

1. **Hymnal worship** before the lesson – 10 to 15 minutes.
2. **Worship** – Lesson or Bible study (including two prayers) – 40 to 45 minutes.
3. **Activity** after the lesson – 20 to 30 minutes.

5.1.1 Preparation Before the Class

Children need repeated exposure to their teachers in order to develop trust and respect. They also need consistency in order to fully understand classroom rules and practices.

Teachers who are on-duty should arrive at church at least twenty minutes before class and pray together before the class begins. During the prayer, a designated assistant teacher is to attend to the students who arrive early for the class.

The time between the arrival of the students and the beginning of a class is a valuable opportunity for teachers to communicate with students. Teachers should fully utilize this time to welcome students and develop a rapport with them. A teacher's kind words and gestures will reflect the teacher's concern, care, and love for the students, and will have a great impact on them.

The teacher who is scheduled to give the lesson must prepare the lesson and gather the teaching materials and teaching aids ahead of time. He should avoid reading from the Teacher's Guide during the class, which would interrupt the continuity of the lesson. Whenever feasible, the nature of the activities, hymn singing, and prayers should match the objectives of that day's lesson. Every class should begin and end with a prayer.

5.1.2 Offering Before the Class

Offerings should be encouraged in all classes. Some classes, especially kindergarten and elementary, may choose to ask the students to offer tithe before class begins, as they walk into class. Others may choose to tithe after class. The offerings received shall be recorded in the Religious Education Record Book (Appendix A) and the total offerings should be submitted to the church treasurer or deposited in the offering box with a note stating the date and amount of the contribution from the Department.

5.1.3 Hymnal Worship

Hymn singing and prayer are the two most common forms of praising the Lord. Hymn singing is an essential and integral part of worship. Through music, one may express his reverence and love toward God. Many hymns wonderfully depict and reflect the trials and joys of being a Christian. Hymn singing is a form of praise and worship (Ps 150). Hymn singing can help us to remember all the good things God has done (Ps 98:1).

The teacher who is responsible for leading the hymn singing session should select hymns that match the topic of that day's lesson. Singing hymns prior to the lesson serves two purposes: to praise and glorify God through singing and to prepare the students' hearts for the class.

When leading hymns, the teacher should explain the meaning of the lyrics and conduct the hymn. For hymn singing to be more interesting, teachers may employ various teaching methods, such as unison or mixed voices, solo or group singing and tempo, etc. For higher level classes, this is a good opportunity for students to lead the hymns.

5.1.4 Worship

This is the main segment of the weekly religious education class. Through lessons or storytelling, the teacher instructs students in biblical teachings, and conveys to them the grace, love and

mercy of the Lord towards mankind. Emphasis is also made on the roles and responsibilities of being a good Christian in the family, church, and society. For the children classes (K, E1, E2 classes), the subject material is usually presented via storytelling. For youth classes (J1, J2 and senior class), the material is most often presented with a combination of lesson, discussions, and questions & answers.

The lesson shall be preceded by hymn singing and prayer. Youth classes may pray in tongues while the teacher of the children classes (Kindergarten or E1 Class) may lead the prayer in understanding so that students can follow.

Before delivering the lesson or telling the story, teachers must first prepare and maintain a comfortable, conducive environment for learning. Classroom temperature, lighting, and level of noise should be well maintained. During the lesson, the teacher should be aware of the level of education, language proficiency, and length of concentration spans of the students.

While telling the story or delivering the lesson, the teacher must be enthusiastic, engaged and be filled with the power of the Holy Spirit. The use of the proper tone of voice, choice of words, and facial expressions are crucial to instill a correct and lasting impression in the hearts of the students. Other teachers assisting the class are responsible for maintaining a conducive environment for learning. At the discretion of the Lead Teacher, the assisting teachers' efforts may include, but are not limited to, seating students who arrive late, handing out materials, calming hyperactive students, etc.

Bible verses to be memorized are selected for each lesson in the textbooks. These verses are selected to match the topic of the story and to emphasize the key message of the lesson. Students are required to memorize these Bible verses at the end of the class and be able to recite them at the beginning of the following week's class. Past experiences indicate that students often benefit from these memorized verses and that they are great sources of help in their times of need.

The worship session is concluded with a prayer in tongue for all classes.

5.1.5 Activity Period

The activity period is designed as an extension or a supplement to the lesson. It can be used to consolidate the objectives of the lesson and/or to cultivate the students' skills in serving the Lord. It not only provides opportunities to reinforce the contents of the lessons (e.g., via drawings, small crafts, sing along) but also offers a hands-on experience for students to integrate the messages they have just learned (e.g., via discussions, questions & answers).

Depending on the level of the class, the activity period may consist of art and crafts, action singing, hymn singing, hymn leading, team sports, field trips, essay writing, discussions, interpretation training, prayer, testimonies, debates, desktop publishing, questions and answers, cleaning, and gardening.

Teachers are encouraged to let the students take home their finished works if they would like to show them to their family members. Teachers may also select portions of the students' art for the Year-End Religious Education exhibition.

5.2 Teaching Aids and Handout Materials

Approximately one month prior to the beginning of a new quarter, the Lead Teacher of each class must obtain a copy of the Teacher's Guide and the Student Activity Book (both published by the General Assembly) for the new quarter for each teacher in the class. All teachers are to review the textbook and become familiar with the teaching objectives and contents of the lessons for the new quarter.

A quarterly Class Teachers' Meeting to be convened by the Lead Teacher should be held on the last week of each quarter to evaluate the class in the past quarter and to plan for the new quarter. Teachers are required to have read every lesson in the Teacher's Guide for the new quarter so as to grasp its overall teaching objectives. Having a clear understanding of the objectives and of the needs of the students, the teachers may then proceed to plan resources, assign work, and prepare the individual lessons.

During the meeting, supplemental teaching aids may be pursued or considered if they match the contents of the lessons. The Lead Teacher may then assign fellow teacher(s) to collect and prepare such teaching aids for class use. These teaching aids are meant to enhance teaching efficiency. Additional teaching aids may include, but are not limited to, the following.

5.2.1 Reference Books

Each class is encouraged to collect, purchase, and categorize reference books pertinent to its teaching goals. Special attention should be given to maps, illustrations, pictures, posters, and other graphics which depict or summarize biblical events. Maps and illustrations are important tools for conveying issues or events that are difficult to understand, especially for children.

5.2.2 Display Items and Visuals

Items that are mentioned in the lessons, such as flowers, plants, seeds, and objects that are related to the topic of the lesson, may be brought into the classroom to facilitate teaching and learning.

5.2.3 Audio/Video/CD/DVD

Audio/video/CDs/DVDs of biblical events, geography, and history, as well as recordings of hymn presentations, visitations, and church history, may be used in the class.

5.3 Out-of-Class Activities

In addition to the activities conducted inside the classroom during weekly classes, there may be other special occasions or activities that are conducted outside of the regular class but are an integral part of the religious education program. This section briefly describes these special events and activities.

5.3.1 Visitations

A good shepherd must monitor the condition and the well being of his sheep. In addition to meeting the students weekly in class, religious education teachers can maintain good communication with students and their parents by visiting their homes.

Visits may be conducted regularly or on an emergency basis. An emergency visit is primarily in response to the unforeseen events in the student's life, such as a sudden illness or injury, or to the student's absence from the class for more than two consecutive weeks. The frequency of emergency visits are decided by the inciting circumstances; however, teachers should visit the homes of each of their students at least once every six months.

Teachers can use the visitation to share their evaluation of the student with his parents and seek their feedback, to get to know the student and his family better, and to develop a rapport with the student and his parents. The Religious Education Coordinator should be informed, in the event that extraordinary circumstances should arise in the student's physical and spiritual welfare during the visits.

5.3.2 Fellowship Meetings

The fellowship in the early apostolic church recorded in the Book of Acts expressed itself in a spirit of teaching, community living, breaking of bread, and praying. They met daily to learn the works of God, minister to one another, and care for one another's spiritual needs. So great was this spirit that they even shared their properties freely. They also met in homes for

the breaking of bread—commemorating Jesus' death as they partook meals together. In their fellowship, they continued to renew their devotion to Christ and to one another. With a new-found relationship with God and His people came a desire to commune through prayers. They not only participated in the hours of prayers at the temple, but also prayed together in their homes. Their love, compassion, and devotion attracted many.

We need to practice this kind of fellowship in our meetings whether they are in-class or out-of-class. The guidelines should be as follows:

1. Begin and end the fellowship with prayers (when with truth-seekers, using a prayer of understanding is encouraged for edification).
2. Sessions within the fellowship should consist of hymn singing, testimonies, and Bible-related activities.
3. Be careful not to include any unrelated television shows, video games, or any forms of secular entertainment or secular music.
4. The objectives of the fellowship should be godly, with a range of edifying activities and/or Bible studies to enhance one another's spirituality.
5. Whether fellowships are in-class, at a member's house, or outdoors, courtesy must be shown by cleaning up before leaving.

5.3.3 Departmental Activities

As stated, there are many in-class and out-of-class activities in which participation is limited mainly to students of the same class. To promote unity in the church and to strengthen fellowship, all classes in the Department are strongly encouraged to organize Departmental activities. These activities may range from monthly prayers, hymn singing, or testimonies, to special events. The frequency of these activities will be decided by the Religious Education Coordinator in consultation with the Lead Teachers.

If resources are available, the Religious Education Department is encouraged to organize an annual Sports Day. This is an outdoor program conducted in an informal setting for fellowship and fun. The program is to be decided by the Department, and may include races, team sports, or group games. This is a special day for children, youths, and adult members alike.

5.3.4 Spiritual Convocation and Cultivation

Most local churches hold evangelical services and spiritual convocations twice a year. These are precious opportunities to devote one's time in pursuit of spiritual growth. Every teacher should encourage his students to participate in the student spiritual convocations held locally or in nearby regions.

The same approach applies with respect to convocations held at other local churches or General Assembly sponsored seminars and events. Every religious education teacher should be keen in supporting and encouraging his students to attend various local, regional, and national training programs. These programs include the National Adult Theological Seminar (NATS), National Youth Theological Seminar (NYTS), Religious Education Teacher Seminar (RETS), Religious Education Teacher Workshop (RETW), Religious Education Counselor Workshop (RECW), English Writer's Retreat (EWR), and College Youth Spiritual Convocation (CYSC).

5.3.5 RE Year-End and Opening Ceremony Service and Exhibits

In addition to visitations, the Religious Education Department uses a series of special occasions to promote communication between teachers and parents. The congregation and parents are always welcomed to take part in these activities. As a tradition, the Religious Education Department presents a special service to mark the end of the school year in August. It is equivalent to an open house of the religious education program that combines special services and exhibits.

The Religious Education Year-End and Opening Ceremony is held at the end of the school year (mid-August to early-September). Outstanding students from each class in the areas of attendance, conduct, and biblical knowledge (as determined by class records and examination scores) are recognized at this special occasion with certificates or other mementos. Each class may also present a special program sharing the lessons it has learned in the past twelve months. Selected student artwork may also be displayed in the classrooms.

A Sample Agenda for the RE Year-End and Opening Ceremony

- Hymnal (RE coordinator)
- Prayer (RE coordinator)
- Words of Encouragement (ministers or religious affairs)
- RE Presentations (Lead Teacher: all RE classes)
- RE Awards and Graduation (Lead Teacher)
- Distribute Letter of Appointment to all teachers; Certificate of Completion, if needed (RE coordinator)
- Introduce new classes and teachers (RE coordinator, Lead Teachers)
- Hymnal (RE coordinator)
- Concluding prayer (RE coordinator)

*Pictures of each class (students and teachers together) can be taken after service

5.4 Records of Class Worship

Each religious education class is required to record, in the Religious Education Record Book developed by the General Assembly (see Appendix A), its in-class and out-of-class activities on a weekly basis. This will allow the RE Coordinator to review the Record Book occasionally to know the state of each class. The Record Book can also be a reference for the new Lead Teacher or the new RE Coordinator.

The teacher or assistant is required to record attendance, class content, the name of the speaker, offerings received, and the time of service. If a student attends class at other True Jesus Church locations, a Verification of Religious Education Class Attendance should be given by that class' Lead Teacher for record keeping (see Appendix D).

At the end of the school year, the Lead Teacher shall hand in the Record Book to the RE Secretary, and it shall be retained in the Department for at least 3 years.

5.5 Safety Precaution For Outdoor Activities

Field trips or outdoor activities are means by which students can be acquainted with God's creation. Each outdoor activity or field trip should supplement and enrich curricular experiences. The activity leader should plan ahead and define the objectives and content of the activity. If necessary, the teacher should visit the activity location beforehand to become familiar with the surrounding environment. At the destination, the teachers should wait until all students are assembled. Teachers should use this time to discuss rules, safety precautions, and other pertinent information. On return, ideas learned should be reviewed. Guidelines for outdoor activities organized by the Religious Education Department are as follows:

- 1.** The activity must be approved by the local church council. If possible, the Religious Affairs or the Education Department officer should accompany the students for on-site supervision.
- 2.** The parents must sign a letter of consent for students below the age of eighteen and provide an emergency contact telephone number. (See Appendices E & F.)
- 3.** Teachers must prepare and bring along a first aid kit. (See Appendix G for checklist)
- 4.** Teachers must understand the physical condition of each student (e.g., allergies, asthma, etc.).
- 5.** Teachers should recommend that students wear comfortable shoes and clothing.
- 6.** Student must not be allowed to bring any toys, video games, etc.
- 7.** Inform the students and parents of the rules and guidelines for each outdoor activity or field trip.
- 8.** Each field trip must begin and end with a prayer in asking for God's guidance and protection.

*"Dear God, I want to love
You more than anything
else in this world. I want to
draw closer to You so that
I can understand Your
will in my life. Deep down,
I want nothing more than
to walk intimately with
You. I'm willing to obey
You no matter what the cost
is. Speak to my heart
through Your Word!"*

Spiritual Cultivation & Continuing Education

It is through the power and will of God that one may serve in His household, the church. This is especially true when it comes to education and bringing up the next generation. To accomplish this, reliance on the power of the Holy Spirit is essential. This chapter discusses the need for prayer for religious education personnel in carrying out their duties.

It is always important to equip ourselves with various teaching techniques and strategies. But just as crucial is our spiritual cultivation. We are not only instructors but we are also shepherds. As a shepherd, we should “go before the sheep” (Jn 10:4, 13:15; 1 Pet 5:3), provide the sheep with pasture and water (Ps 23:2; Ez 34:14) and take care of the sheep day and night (Prov 27:23; Gen 31:40; Ez 34:15—16). In order to do this, we must constantly renew ourselves spiritually. Then we can set a good example (1 Tim 4:12; Acts 20:35; Jn 13:15) as we work for God (Jn 8:29; 1 Jn 3:22; 2 Tim 2:21).

How can we cultivate ourselves spiritually?

1. Daily Bible Study

- God's word is a lamp to our feet (Ps 119:105)
- God's word can illuminate human nature (Heb 4:12)
- God's word can purify our hearts (Jn 17:17; Ps 119:9)

A teacher is to serve as a shepherd to the students, to assist and guide them in times of difficulties. In order to be equipped with spiritual wisdom to help the students and to deliver the lesson with accuracy and enthusiasm, a teacher must strive to increase his biblical knowledge. A daily Bible reading program for self-improvement is highly recommended. A systematic study of the Bible will enhance one's understanding of the works of God.

2. Relying On the Spirit

- Putting lust to death (Rom 8:13; 7:23—25)
- Being transformed into a new self (1 Sam 10:6; Ez 36:26—27)
- Being transformed into God's likeness (2 Cor 3:17-18; Phil 1:21)

“Not by might nor by power, but by My Spirit,” says the Lord of hosts (Zech 4:6). It is by God's might that one may accomplish anything in this world and in His household. Through prayers, teachers may communicate in spirit with the heavenly Father who in turn sanctifies and bestows upon them the wisdom and ability to bring the students closer to Him. This is why every teacher of the RE Department must live a life of prayer and realize the importance of prayers in fulfilling his duties as a teacher. In prayer, one seeks God's guidance on what and how he should perform in the operation and administration of the Religious Education Department.

Education is a process that requires time and patience. It is a long-term process that may not produce immediate results and may often be challenging. The heart of a “problematic” student can be compared to a fortified castle, and no one can conquer it by force. The most effective way for his teachers to help him is through prayers. A teacher seeks God's grace and power to open the student's mind, soften his heart, and make him progress in his spirituality.

In daily prayers, teachers should remember their students and pray for them regularly. It is also important that each teacher should pray for his own individual spiritual advancement, for fellow workers, and for the religious education program as a whole.

3. Encouraging one another in the Spirit

- a. Correcting each other (Prov 27:9; Ps 141:5)
- b. Accepting exhortations (Prov 27:5–6; 25:12)
- c. Reforming each other (Prov 27:17; 2 Tim 2:22)

4. Being cautious always

- a. Keeping careful guard over one's heart (Prov 4:23; Ps 139:23–24)
- b. Being prudent in speech and careful in conduct (Mt 23:1–3; Prov 17:27–28)

Fruit of the Holy Spirit and Godly Character

What will happen to us when we renew ourselves spiritually? We will see the Spirit work within us and as a result, we will bear the fruit of the Holy Spirit and other godly characteristics.

1. Faith (Heb 11:6)

- a. Trusting in God (Jn 14:1; 1 Sam 2:6–7)
- b. Believing in the church (Eph 1:23; Mt 18:17; Jn 15:1–6)
- c. Being "fully persuaded" (Rom 4:19–21; 2 Tim 1:5; Ps 37:5)

2. Love (1 Cor 13:13)

- a. Loving God with all one's strength (Mt 22:37–38; Jn 14:15; Mk 14:3–9)
- b. Loving one neighbor as oneself (Mt 22:39; 1 Cor 13:1–7; Gen 13:7–9)
- c. Performing love at all times (Eccl 11:2; Jn 19:39–40; Lk 23:56, 24:1–2)

3. Holiness (1 Pet 1:15-16)

- a. Being holy in speech (Eph 4:29, 5:4; Jas 3:1–6)
- b. Being holy in what one sees (Job 31:1; Ps 119:37; 1 Jn 2:15–16)
- c. Being holy in one's heart (Mk 7:20–23; Mt 5:28)

4. Gentleness (Mt 11:29)

- a. Speaking with grace (Col 4:6; Judg 8:1-3; Prov 15:1)
- b. Slow to anger (Prov 14:29–30, 19:11; Eccl 10:4)
- c. Accepting adversity with serenity (1 Pet 2:22–23; Isa 50:6; Mt 5:38–42)

5. Humbleness (Mt 11:29)

- a. Considering others better than ourselves (Phil 2:3; 1 Pet 5:5; Lk 18:9–14)
- b. Not seeking one's own honor (Jn 8:50; Prov 25:27; Isa 10:15)
- c. Would rather humble oneself and serve others (Mt 20:28; Jn 13:12–17; Lk 22:24-27)

6. Obedience (1 Sam 15:22-23)

- a. Submitting to the truth (Mt 28:20; 2 Cor 13:8)
- b. Submitting to the church (Mt 18:17–18; Lk 10:16)
- c. Submitting to the older generation (1 Pet 5:5; Heb 13:7)

7. Faithfulness (1 Cor 4:1-2)

- a. Obeying the Lord's commands (Jer 1:7; Mt 26:39; 1 Sam 12:7–19)
- b. Diligent and responsible (1 Tim 4:15; Gen 31:38–40; Mt 25:14–30)
- c. Being faithful until death (Jn 10:11; Rev 2:10; Acts 20:22–24)

8. Self-control

- a. The fruit of the Spirit (Gal 5:22–24)
- b. In speech (Prov 10:19; Jas 3:2–3)
- c. At work (1 Cor 9:25; 2 Pet 1:6)

9. Endurance

- a. At work (2 Tim 4:2, 5; Prov 25:15; Gen 33:13–14)
- b. In spiritual cultivation (1 Cor 4:3–4, 10–13; Ex 17:1–4; Num 11:10–15)
- c. Results in maturity and completion (Jas 1:4, 5:10-11; Mt 24:13)

10. Righteousness

- a. Showing no favoritism (Jas 2:1–4; 1 Sam 16:6-7; Prov 24:23–24)
- b. Managing things with justice (Lev 19:15; Dt 1:16–17; Ps 9:8)
- c. Pursuing righteousness (2 Tim 2:22; Titus 2:12; Micah 6:8; Prov 11:4, 12:28)

Why are these qualities important to us as RE teachers? Although our task is to teach and guide the next generation, it is not only through mere instruction. **We lead best by example.** Children and youths are especially impressionable, so our actions and lifestyle do speak louder and carry much more power than our words. As teachers, we should put extra effort into spiritual cultivation, so that we may be utilized by God to save ourselves and others (1 Tim 4:16).

6.1 How Do I Know If I'm Making Progress Spiritually?

Teachers in religious education need to make continuous progress in spiritual growth and walk with the Lord. As we study God's words, the indicators listed below should help us determine whether we are making progress spiritually. We hope they may also help the teachers evaluate where they stand in their own spiritual development.

1. Do I have an increasing desire and determination to know God and His words?

When we find ourselves longing fervently for a closer relationship with God, and we are determined to achieve this through daily prayers and Bible studies, then we know that we are making progress spiritually.

2. Do I have a stronger desire to put aside the things of this world that may hinder my spiritual growth?

Spiritual growth requires that we separate ourselves from the world. God said, "Therefore come out from among them and be separate" (2 Cor 6:17). Although we live in the world, we know that it is only temporary and we must not allow the world to hinder or control us.

3. Do I have a greater willingness to obey God in all things?

We are making spiritual progress when obeying God becomes a joy instead of a duty. As Jesus Christ said, "Blessed are those who hear the word of God and keep it" (Lk 11:28). When our response to God's calling becomes "not as I will, but as You will" (Mt 26:39), we know that we are making spiritual progress.

4. Am I more willing to forgive?

Jesus Christ said, "Judge not, and you shall not be judged. Condemn not, and you shall not be condemned. Forgive, and you will be forgiven" (Lk 6:37). We know that we are making spiritual progress when we become more willing to forgive. This includes forgiving not only those who have offended us, but ourselves as well.

5. Do I have a growing love for others?

When we sense an increase in our love for other people, we know that we are making progress spiritually. Increased love manifests itself in actions. Are we more patient? Do we readily respond with kindness instead of anger? Do we criticize less? How can we say we love God if we can't love our fellow brothers and sisters (1 Jn 4:20)?

6. Do I have a heightened concern for the spiritual well being of others?

We are making spiritual progress when our hearts cry out to lead others to Christ, so that they may also receive the fullness of life through Him. We are increasing in spiritual maturity when we are ready to follow God's guidance in knowing the right time to plant and water the seeds. In doing so, the persecution we encounter will cause us to rejoice because we are sharing in Christ's suffering.

7. Am I making progress in my faith?

The Bible tells us to "put on the new man which was created according to God, in true righteousness and holiness" (Eph 4:24). When we find that we are more and more able to trust in the works of God, especially in times of difficulties, then we know that we are growing spiritually. The Bible becomes our ultimate guideline, and we can trust that God will abide with us in our daily lives.

Spiritual growth requires time and patience. Just as we would not expect a child to grow up overnight, we should not expect to make sudden spiritual growth in a short period of time. Often it is only after several years of progress that we can look back and realize how much we have grown spiritually. Like physical growth, spiritual growth may sometimes be painful. But let us take encouragement in knowing that the Holy Spirit, our Counselor, is guiding and leading us into the truth. We can rejoice in knowing that by each moment and by each day, we are becoming more and more Christ-like.

It is helpful to take the Spiritual Growth Self-Assessment listed on pages 54-55 as often as needed to monitor our spiritual growth.

6.2 Spiritual Growth of the Students

1. Pray for the students, seeking insights into their needs.
2. Create a conducive climate in class in which students can learn and talk honestly about real life issues.
3. Emphasize that true Bible learning is reflected in changes of character, attitude and decision-making attempts that lead to changes in conduct.
4. Help the students to understand that when they obey God's words, they are responding to God and not just their teacher.
5. Lead the students to make a determination to apply God's words in their daily lives and to set specific, practical goals to pursue.
6. Express confidence that God will bestow the power to enable the students to obey the Lord.
7. Demonstrate that we believe Christian discipleship is the most challenging and exciting confrontation that a person can face.
8. Provide opportunities for students to observe living people who have responded to Jesus Christ and have lived a life in obedience to Him.
9. Provide group activities in which students can respond to God in prayer, worship, creative expression, and service projects. Develop means for students to encourage one another in applying God's words in their daily lives.

6.3 Continual Education - Seminars & Workshops

Learning is an on-going, long-term process for both the students and the teachers. In order to give their best to the students, every staff member in the Department must strive for continuous advancement in spirituality and teaching skills. Teachers should receive periodic training so that they may be better equipped to carry out their duties.

In order to maintain a consistently high-quality religious education program, the General Assembly has developed and

standardized initial training like RETS (Religious Education Teacher Seminar) and follow-up workshop like RETW (Religious Education Teacher Workshop) to train those church members who wish to participate in religious education ministry.

Before a member becomes a teacher, he must attend and successfully complete the Religious Education Teacher Seminar (RETS). Furthermore, while serving God, all Teachers and Intern Teachers are required to attend continuing education seminars like the Religious Education Teacher Workshop (RETW), training seminars for counselors (RECW) and workshops sponsored by the General Assembly or local church. This will allow the teachers to evaluate their own teaching techniques, acquire new teaching skills, and cultivate their spirituality.

Earnest prayers coupled with progressive training programs can equip all personnel participating in religious education with the necessary spiritual wisdom and knowledge to carry out their teaching duties.

*Keep your
relationship with God
and your
spiritual development
as your number one
priority!*

7

Understanding Your Students - Stages of Growth

7.1 Toddler Stage (2-3)

	Characteristics	Pedagogic Application
Body	<ol style="list-style-type: none"> 1. Very active, running & jumping 2. Get tired easily 3. Muscles not fully developed 4. Coordination not controlled 5. Get sick easily 6. Vocal cords not fully developed 	<p>Provide activities that involve physical movements (i.e., songs with movements)</p> <p>Design short activities that are not too strenuous</p> <p>Offer simple handicrafts/activities that promote a sense of accomplishment</p> <p>Simplify crafts and/or activities with limited use of scissors and crayons</p> <p>Encourage personal hygiene such as washing of hands before eating</p> <p>Use songs that are simple, familiar tunes, and with much repetition</p>
Mind	<ol style="list-style-type: none"> 7. Attention span is very short 8. Very curious, love to touch things within reach 9. Learn through tactile approach 10. Like familiar & repetitive matters 11. Limited vocabularies 12. Short memory, need constant reminders 13. Like to draw 14. Learn through playing 	<p>Limit story-telling time to between 5 and 10 minutes</p> <p>Avoid dangerous and fragile items</p> <p>Must teach through visual aids; use a lot of objects to teach</p> <p>Arrange familiar activities, & repeat Bible stories</p> <p>Use simple words during story-telling or prayer</p> <p>Need several classes to explain a topic, need reminders for many things</p> <p>Provide drawing activities, encourage imagination</p> <p>Provide games when learning the truth</p>
Mood	<ol style="list-style-type: none"> 15. Like familiar surroundings (fear strange environment) 16. Fear strangers 17. Mood unstable 18. Sensitive to surroundings 	<p>Maintain the same classroom design</p> <p>Arrange familiar teachers, do not keep changing new teachers</p> <p>Teachers need to be gentle and give a sense of security</p> <p>Sufficient lighting in classroom, soft wall colors, reduce noise level</p>
Social Skills	<ol style="list-style-type: none"> 19. Strong dependence, yet like to show independence 20. Self-centered, selfish 21. Like to say “no”, rebellious stage 	<p>Give necessary help, let the children do what they can</p> <p>Teach the children to get along with others and to share things</p> <p>Need to understand definitions of “no”: may mean, “can’t do it,” “don’t understand,” “why?”</p>
Spirituality	<ol style="list-style-type: none"> 22. Imitate adults, including attitude toward God 23. Do not understand many truths, but able to feel 24. Know how to thank the heavenly Father 25. Like to listen to Bible stories 26. Able to understand the love of God 	<p>Teach biblical truths and give correct demonstration</p> <p>Teachers’ actions & attitudes teach children the meaning of a godly life</p> <p>Teach them to give thanks in all things</p> <p>Open the Bible when telling stories, need repeated elaboration</p> <p>Teachers’ love allow children to better understand God’s love & protection</p>

7.2 Kindergarten Stage (4-5 K Class)

	Characteristics	Pedagogic Application
Body	<ol style="list-style-type: none"> 1. Fast development, non-stop activity 2. Big muscles begin to develop (need to stretch hands and feet) 3. Small muscles developing 4. Vocal cords developed 	<p>Provide activities that involve physical movements</p> <p>Vary activities so the students do not need to sit for too long at one time</p> <p>Include more coloring and crafts involving cut and paste</p> <p>Begin to teach songs that are little longer and add some hymnal related activities</p>
Mind	<ol style="list-style-type: none"> 5. Attention span is very limited 6. Limited vocabularies 7. Active imagination, cannot discern between fiction or real life stories 8. Limited understanding toward time & space 9. Cannot understand abstract explanations 10. Like to listen to stories 11. Can repeat biblical terms but unable to understand the meaning 12. Like to ask questions, strong sense of curiosity 	<p>Limit story-telling time to between 10 and 15 minutes</p> <p>Use simple words during conversation</p> <p>Hold the Bible when telling Bible stories, relate that the word of God is real and is different from folk tales or legends</p> <p>When describing time & space, use words such as “today,” “tomorrow,” “a long time ago,” “a place far away,” etc.</p> <p>Do not use abstract ways of speaking</p> <p>Speak more edifying stories</p> <p>Do not assume that the children understand the terms that they use; check for understanding by asking, “What does ____ mean?”</p> <p>Give simple answers to the questions asked</p>
Mood	<ol style="list-style-type: none"> 13. Mood swings tend to be unstable: will get angry suddenly, but will totally forget after a few minutes 14. Reduced outbursts of anger 15. Possess a certain sense of fear 16. Mood swings reflect the adults 	<p>Do not be too nervous when there are problems among the children, they usually reconcile before adults even try to help them</p> <p>If there are situations of anger, teach methods of resolving problems</p> <p>Do not emphasize the horror sections of a story and do not teach children by trying to scare them</p> <p>Teachers need to be gentle and firm, giving a model example in action</p>
Social Skills	<ol style="list-style-type: none"> 17. Begin to search for likable friends 18. Often quarrel and fight during play time 19. Strong sense of self, often use “I” or “me” in speech 	<p>Encourage the child to play with everyone and not just the few friends</p> <p>Teachers need to be calm and fair when dealing with student problems</p> <p>Remind students to learn to share and to love others as self</p>
Spirituality	<ol style="list-style-type: none"> 20. Understand Jesus' love through the love from adults 21. Faith toward God is expressed through faith in adults 22. Can learn to know God through worship 23. Have a certain level of understanding toward good & evil 	<p>Teachers need to exercise love when treating students</p> <p>Arrange a suitable level of worship; teach appropriate behavior during worship hours in the chapel</p> <p>Teachers need to teach truth on repentance and forgiveness of sins</p>

7.3 Early Elementary/Primary Stage (6-8, E1 Class)

	Characteristics	Pedagogic Application
Body	<ol style="list-style-type: none"> 1. Continue to develop, though the growing pace is slowing down 2. Still get tired easily 3. No longer plays alone, can adapt to group games or activities 	<p>Increase levels of difficulty in activities as the students are more able physically</p> <p>Do not stretch one activity for too long, need a balance between times of quietness & action</p> <p>Encourage student involvement with more cooperative group games; show respect to everyone</p>
Mind	<ol style="list-style-type: none"> 4. Strong sense of imagination 5. Still think according to the words on paper, cannot accept the abstract 6. Time & space concept is still limited 7. Reading ability gradually strengthens 8. Excellent memory 9. Deductive thinking is still limited 	<p>Encourage the use of imagination but help the students to discern fact from fiction</p> <p>Use familiar similes and parallels that the students can relate to, just like how Jesus teaches (use the familiar to teach the unfamiliar)</p> <p>Careful when describing time & space</p> <p>Encourage reading story books that promote spirituality</p> <p>Encourage memorizing Bible verses</p> <p>Repeat content regarding abstract terms & truth</p>
Mood	<ol style="list-style-type: none"> 10. Easy outbursts of emotion, very sensitive 11. Adorable stage: like to please the teachers and receive praise 12. Full of compassion & caring for others 13. Still tend to fear & withdraw 	<p>Get excited or sad easily</p> <p>Easy to discipline, but pay special attention to give praise & encouragement</p> <p>Nurture students to help & to serve others, treat them fairly</p> <p>Provide sense of security</p>
Social Skills	<ol style="list-style-type: none"> 14. Make friends easily 15. Like to please the adults 16. Like to cooperate & not compete 17. Good social skills, desire acceptance from others 18. Still like to quarrel with friends, always change their best friends 	<p>Help them to establish friendship</p> <p>Establish teacher & student relationship</p> <p>Promote cooperation by offering group projects/activities</p> <p>Be careful not to promote hypocrisy when teaching</p> <p>Emphasize on teaching students to love one another; encourage giving spirits instead of selfishness</p>
Spirituality	<ol style="list-style-type: none"> 19. Simple faith, interested in a life of faith; will initiate prayer 20. Curious about death & heaven 21. Like to attend RE classes 22. Learn to differentiate between real life biblical stories and fairy tales or legends 23. Learn moral teachings of good & evil 24. All spiritual experiences come from imitating adults 	<p>Systematic way of teaching faith & the truth, encourage prayer</p> <p>Can simply explain truth of salvation</p> <p>Nurture their interest in Bible reading and church activities</p> <p>Emphasize that the Holy Bible contains the words of God & is not a common book but one inspired and written by God</p> <p>Emphasize the moral aspects of the Bible</p> <p>Teachers need to set a good example, share more spiritual experiences with students</p>

7.4 Upper Elementary/Primary Stage (9-11, E2 Class)

	Characteristics	Pedagogic Application
Body	1. Generally healthy	Encourage healthy eating habits
	2. Active	Can plan for outdoor activities/fellowships sometimes
	3. Begin to step into puberty stage, get hungry easily	Prepare food & snacks if their time in church is especially long
	4. Girls become taller than boys toward later stage	Teach them how God values their character; build healthy self-esteem
	5. Increase in stamina	Have challenging & difficult activities
Mind	6. Like to collect things	Include more challenging activities
	7. Very creative	Provide creative and Bible-related activities
	8. Begin to think & deduce	Use pedagogy that enhance critical thinking
	9. Like asking questions	Provide satisfactory and biblical answers
	10. Have good memory	Encourage memorization of Bible verses
	11. Limited understanding of profound & abstract matters	Need to explain abstract terms
	12. Increased reading ability and comprehension	Nurture interest in reading the Bible & Christian materials
Mood	13. Express emotions easily	Provide routines that help students to quiet down and get ready to focus
	14. Short tempered, lose patience	Teach students how to control emotions and appropriate ways to express emotions
	15. Like humor	Include some humor while teaching
	16. May have feelings of withdrawal (may be scared & anxious, etc.)	Show more care & concern; teach them the importance of relying on God
Social Skills	17. Loyal toward friends of the same age more than parents or teachers	Encourage friendship but stress the importance of respecting parents and elders
	18. Like to make friends of the same gender	Can separate into girl & boy groups for group discussion
	19. Loyal to groups or teams	Teach students how to discern negative peer pressure
	20. Enjoy competitive games or activities	Provide competitive games where everyone can participate; e.g., Bible verse games
	21. Like to joke around, may make fun of others	Encourage healthy jokes without hurting others' feelings; teach mutual respect
	22. Admire favorite teachers & classmates	Suggest some Christian biographies for students to read; set good examples for the students; share your personal faith and convictions
Spirituality	23. Maturity in accepting the way of salvation	Talk about salvation seriously; share with them how God changed your life
	24. Worship heroes	Teach stories of Bible heroes and spiritual characters, provide good Christian living examples
	25. Can study the Bible & pray	Encourage daily spiritual cultivation (prayer and reading the Bible)
	26. Can accept a deeper level of Bible teaching	Help the students to discover the teachings from the Bible
	27. Concern over the souls of others	Encourage students to pray and/or bring family members or friends to the Lord

7.5 Early Teenager Stage (12-14, J1 Class)

	Characteristics	Pedagogic Application
Body	1. Fast physical growth, unstable	Let the students know that it is God's wonderful design that they are going through some rapid physical changes and that it is all very normal
	2. Girls' weight & height develop much faster than boys	Encourage self acceptance and discourage teasing of any kind
	3. Sexual organs develop rapidly, girls mature faster than boys	Let the students know that our sexual development is all a part of God's design and that we should look at our changing self with proper care and not be influenced by the media
	4. Vocal cords gradually develop & mature, (change in boys' voice)	Some boys do not like to sing, encourage them to praise God
	5. Rapid growth, clumsy actions	Control certain activities that are not godly
Mind	6. Like to criticize, judge easily, make fast conclusion	Character of teachers becomes very important
	7. Use rationality in many matters, but own understanding is limited because of lack of experience	Able to satisfy students in their questions; need counseling in many areas
	8. May think seriously	More questions that promote critical thinking
	9. Develop ability to deduce, can understand abstract concepts	Training in thinking & resolving problems
	10. Good memory, but ask for reasons	Can memorize the Bible using rationality
	11. Like to dream, may be connected to rapid physical growth	Let them understand the importance of reality instead of fantasy
Mood	12. Mood unstable, no self-control, changes all the time	Show understanding and counsel students when they lack self-control over their emotions
	13. Strong emotions, coarse language	Understand students & gently correct them
	14. Active & passionate sometimes, sad & melancholy sometimes, escape from reality	As long as it's not a long-term sign, there's no need to get too anxious, provide guidance
Social	15. Seek independence	Express independence under certain circumstances
Skills	16. Seek peer acceptance, desire to be part of the group	Need to pay special attention to the youth's sense of belonging to church youth groups, need extra counseling
	17. Strong influence from friends	Give guidance as to how to choose good friends and how not to be influenced by negative peers
	18. Awkward relationship between the two sexes, rejection at times	Best when there are both male & female teachers to provide counseling
	19. Start to rebel against parents	Help students learn how to communicate with their parents; request church to host parenting seminars
Spirituality	20. Prepare to accept salvation	Teachers need to show special concern over experiences of salvation
	21. Don't rely on parents for worship activities	Seek for personal faith, know why and who they believe in
	22. Seek real spiritual experience	Encourage students to establish a personal relationship through daily prayers and Bible reading
	23. Many questions toward religion	Let them know that teachers may not know everything but we can find the answer together; be prepared for many possible questions from students
	24. Seeking for the correct truth	Equip the students with tools to discern false religion from the truth
	25. Can experience a Christ-centered life	Share personal testimonies or testimonies of those they know; show them the benefits of living a Christ-centered life

7.6 Teenager Stage (15-17, J2 Class)

	Characteristics	Pedagogic Application
Body	<ol style="list-style-type: none"> 1. Slow down in physical growth, mature gradually (boys' growth catch up with the girls' toward the later stage) 2. Both boys & girls begin to pay attention to looks 3. Increase in appetite, especially for boys 4. Over-exertion in activities, neglect a regulated life 	<p>Teach the importance of holiness in our appearance; counsel on how to dress in a godly way</p> <p>Emphasize that inner beauty is more important</p> <p>Instruct on taking care of our bodies by eating nutritious foods</p> <p>Remind them the need for self-control by exercising discipline in their daily lives</p>
Mind	<ol style="list-style-type: none"> 5. Sense of judgment not yet mature 6. Creative in imagination 7. Seek full independence 8. Like to argue, do not easily receive others' opinions 9. Concern about future, has own ideals 	<p>Can focus on using inductive teaching method</p> <p>Can allocate some job responsibilities, allow full expression</p> <p>Give trust, provide some job responsibilities, nurture self-control, provide extra guidance</p> <p>Welcome different opinions students have but insist that everyone should respect and obey God's words</p> <p>Encourage students to trust in God, live for Jesus, and pray to seek after God's plan for their future</p>
Mood	<ol style="list-style-type: none"> 10. Stable emotions, able to exercise self-control 11. Strong rebellion, especially toward parents' control and teachings 12. Hero worship, need acceptance from friends 13. Strong impact from good or bad influences 	<p>Encourage them to bear the fruit of the Holy Spirit</p> <p>Remind the students how we learn to obey God from obeying our parents first, that rebellion always leads to destruction</p> <p>The heroes in the Bible have strong characters; accept your students just as Jesus accepts all of us; let them learn how to accept one another</p> <p>May backslide in faith without guidance, need to use Christ's teachings to help students build a good foundation</p>
Social Skills	<ol style="list-style-type: none"> 14. Strong interest in the opposite sex 15. Focus less on family ties & more on friends 16. Desire to belong to a certain group of friends, loyal to group 17. Strong interest in friends 18. Worship successful adults 	<p>Nurture healthy friendships; help teens to learn appropriate behaviors toward the opposite gender; request the church to host seminars on issues of dating and relationships</p> <p>Strengthen parental and children relationships</p> <p>Strengthen mutual relationships within the fellowship</p> <p>Guidance in choosing godly friends</p> <p>Set good examples, need spirit-filled teachers</p>
Spirituality	<ol style="list-style-type: none"> 19. Increased interest and concern toward individual salvation 20. Growing doubts toward many faith related issues, conflicts between school & biblical teachings 21. High ideals, cannot tolerate people whose speech & actions do not match 22. May see faith as irrelevant to their lives 23. Emotions affected easily; may be moved to dedicate oneself 	<p>Help the students to build a personal relationship with the Lord with daily Bible reading and prayer</p> <p>Listen patiently, try and provide satisfactory and biblical answers</p> <p>Strive to "walk the talk"; pray for the Lord to constantly improve ourselves as students' role models</p> <p>Always give examples on how to apply God's truth; give life-changing testimonies; tell them how important faith is</p> <p>Provide serious, mature and biblical counseling</p>

7.7 College Youth Stage (18-22, Senior Class)

	Characteristics	Pedagogic Application
Body	<ol style="list-style-type: none"> 1. Grappling with issues of identity and intimacy (“trying on” new identities: new looks, new wardrobe; becoming more confident and beginning to explore sexually) 2. Often do not eat balanced meals and have lack of sleep 3. Drugs and alcohol become issues they must face and deal with 	<p>Talk about the importance of purity and inner beauty Challenge your students to stand up for what is right and never compromise to the temptation of having pre-marital sex Encourage healthy eating habits and remind students that their bodies are temples of God Openly and honestly discuss these issues as special topic seminars/fellowships</p>
Mind	<ol style="list-style-type: none"> 4. Moving from black-and-white view of the world to one where absolute truths no longer prevail (many points of view seem to have equal value) 5. Begin to challenge their own beliefs & their parents' values 6. Tremendous intellectual growth, engage in debate with others who hold different views 	<p>Students should be encouraged to study the truth and believe with conviction that they belong to the true church; God is absolute Discuss what students value and their priorities in life Treat their ideas with respect and challenge them to debates so that they can be sure of what they believe in</p>
Mood	<ol style="list-style-type: none"> 7. May feel guilt trying to remain loyal to family values but at the same time, want to chart own course 8. Balancing independence with closeness to parents (want independence but also want parents to pamper them) 9. Turning away help and advice while exerting independence 10. May develop a sense of emptiness and isolation while away at college 11. Anxiety, fear, depression, and a general feeling of being overwhelmed may set in due to the newfound freedom and responsibilities 	<p>Need to foster friendships in Christ so that students can support each other Teachers need to be available for counseling</p> <p>Teachers need to develop relationship with students so that they feel comfortable opening up Prepare students on how to handle loneliness; educating parents about what to expect when children go away to college Openly and honestly discuss these issues as special topic seminars/fellowships; be available to counsel</p>
Social Skills	<ol style="list-style-type: none"> 12. Learning to take care of themselves (laundry, money, time management) 13. Forming many new relationships (professors, new friends, room-mates) 14. Dealing with invitations to parties and drug/alcohol use, learning to say “no” 	<p>Role-play specific situations so that students will have the words/skills to deal with new environment Discuss the pros and cons of a college life; encourage students to be a witness for the Lord Jesus and conduct themselves in holy manners Share testimonies about the dangers of alcohol, drugs, and pre-marital sex (ask graduate students to share their experiences so that it may have a greater impact)</p>
Spirituality	<ol style="list-style-type: none"> 15. Asking “What do I believe in?” and having to build their own faith (May question the truth and the true church) 16. Being exposed to different cultures, ethnicities and religions 	<p>Help to form a Bible group/fellowship on campus so students can have a support system; reinforce the oneness and truth of the TJC so that even if they learn about other religions, the students' faith may not waver Encourage students to attend NYTS, study the Bible seriously</p>

Why do we need a lesson plan? At the very least, a lesson plan forces us to think about what we want to get across and helps us to organize our thoughts. It could be a written, a visual, or a mental plan. It could span from a very general one to a detailed one. A lesson plan gives us a direction of what to teach (sets the parameter) and helps us to focus on the most important things in the lesson (themes, objectives). It also helps us to look for evidence that proves our objectives are being met. During the planning process, here are some things to consider:

1. Communicating Lesson Objectives

When planning a lesson, it is vital to think about the objectives. Begin by stating the goal(s) of the lesson. What is it we want the students to walk away with? It may help to write it down so that there is a reference to turn to as the planning progresses. This way, we will not lose focus of what we want to teach and it can help us maintain a course. It also helps to share with the students what they will be accountable for knowing or doing at the beginning of the lesson. This makes everyone in the room aware of the goal for that hour. If time permits, a good way to check if the objective has been met is to review key points at the end of the lesson.

2. Mental Set/Prior Knowledge/Review

Once the objective has been set, we need to think about how to start the lesson. The first five minutes are crucial. We can share a story, tap into something the students might already know about or simply remind them of the previous week's lesson. The purpose is to engage the students. This section doesn't have to be long. It is, as in the title, a way to mentally prepare the students so their minds are in the class and not daydreaming elsewhere.

3. Instructional Strategies/Guided Practice

Although we may know what we want to teach, we should consider how we want to teach it. Many teachers choose to lecture and while there is nothing wrong with that, there are many other strategies we can use to expand the learning and interests of all the students. Ideas can be found in any of the Teacher's Guides.

4. Checking For Understanding

One of the things teachers often neglect to do is ask questions to check for understanding. It is not safe to assume that because the lesson was taught, the students all learned something or even understood everything. Throughout the lesson, it is important to ask questions to be sure students are ready to move on to the next topic. Another way is to ask students to summarize main points to verify comprehension. When we find that there is some ambiguity, we need to re-teach unclear parts.

5. Life Application/Independent Practice

Many teachers view the lesson as being over when the main content is shared. But the most vital part of the class is what the students will walk away with. How will they put into practice what they have learned? We need to provide opportunities for the students to engage in activities or discussions so that the lesson has a real impact on their lives once they leave the room.

6. Closure

Although it may not seem important, something to consider when planning a lesson is how we will end it. It is a good time to once again evaluate whether the students have met the goal and understand the information taught. It could be a quick review or just asking them to share some final thoughts. Or you may pose a challenge to your students to put what they learned in class into practice in the coming week.

7. Materials/Resources

A good lesson plan will help us prepare in advance the materials we will need. Are we sure there are enough scissors and glue for the activity? Will the projector be working? Any one thing missing could affect the way our lesson turns out.

8. Presenting Information Systematically

A lesson plan is a good tool to help us outline the sequence of the information we want to present and stick to. When preparing the content, it is important to hold back on complexities until the main idea is developed. As we are sharing the information, it is also helpful to summarize previous points so that transitions are clear. By putting together a plan, it can help break complex content into manageable portions, giving step-by-step directions and checking for understanding before proceeding to the next section. When we have finished with the plan, we can take a step back and look at all the components of it. Then we can see if we are able to maintain an efficient pace in early activities so that ample time remains for later ones. One of the biggest advantages of having a plan is that we can see exactly what we want to do from beginning to end. Then we will not have the problem of too much time left over or not enough time to cover everything.

On the next page is a sample plan for those who find it easier to write things down. Putting our plan into words can really help us organize our thoughts. But once we get the hang of it, a mental plan can also work. The most important thing to remember about a lesson plan is the process of planning and thinking our lesson through from beginning to end.

*Show your
students that
they matter to
you.
Come to class
prepared!*

A Blank Lesson Plan

Title:	Scriptures:	
Memory Verse:	Materials:	
Objectives:		
Mental Set / Prior Knowledge / Review:		
Instructional Strategies (Bible Study): (Teacher's Tasks)	Student's Tasks	Time:
Check For Understanding: (Teacher's Tasks)	Student's Tasks	
Life Application: (Teacher's Tasks)	Student's Tasks	
Closure:		

Sample Lesson Plan

Title: Peter Denies Jesus Christ (E1 class)	Scriptures: Mt 26:36-55; Lk 22:31-34, 54-62; Jn 18:1-18 Hymn: #397(Let Others See Jesus In You)	
Memory Verse: “Let your light so shine before men.” (Mt 5:16)	Materials: markers, name labels, pictures related to Jesus’ time	
Prayer: (for Kindergarten and E1 only) In the name of the Lord Jesus we pray. Thank You Lord Jesus for dying for us on the cross. You are sinless, yet You died to save our souls. You have so much love for us. Thank You for forgiving our sins. Please help us to be Your good followers and obey Your teachings, so our friends can know we are Christians. Hallelujah! Amen.		
Objective(s): 1. To learn Peter denied Jesus the night Jesus was arrested. 2. To challenge students to shine for God. To let others outside of church know that we are Christians and not hide our relationship with Jesus (by saying grace before lunch at school).		
Mental Set/ Prior Knowledge/ Review: review last week’s story about Jesus’ prayer in the Garden of Gethsemane, ask students to share a part of the story by going around the class until story is finished.		Time: 5 min
Lesson: (Teacher's Tasks)	(Students' Tasks)	
Instructional Strategies/Bible Story: - Story-telling, ask them to carefully listen to the conversations 1. Jesus was arrested - Judas’ action - Peter’s action - Jesus’ reaction 2. Peter and John followed Jesus - Peter followed Jesus to the courtyard of Caiaphas’ house 3. Peter’s denial - 3 people recognized Peter - Peter swore that he did not know Jesus - Jesus looked at Jesus - Peter ran out to cry	- Active listening and answering questions - Taking notes	15 min
Life Application: - Discuss the question of saying grace before meals at school or in front of friends - Give out instructions to make “PRAISE” stickers	- Answer honestly how they say grace in front of friends - Make stickers - Clean up	10 min
Check For Understanding: 1. How many times did Peter deny knowing Jesus Christ? 2. How do you think Jesus Christ felt when Peter said he didn’t know the Lord? 3. How would you feel if one of your friends said he did not know you? 4. How did Peter feel at the end? - Ask the students to memorize the memory verse. - Ask the students to do the workbook.	- Answer the questions - Memorize the memory verse - Share their thoughts by picking out a name (drawn from a bag) for each question (if more than 4 students, ask another to share their thoughts on #3) - Fill in answers in the workbook	10 min
Closure: Ask students to close their eyes and imagine what Jesus Christ was feeling at the moment Peter denied Him. Then ask students to open their eyes and ask each of them to share one thing they learned. End with a prayer. Encourage students to say their grace with pride over the course of the following week.		5 min

9

Effective Teaching & Classroom Management

9.1 Be a Proactive Teacher

Being a proactive teacher means taking the time to plan and prepare the classroom. It involves an investment in establishing rules and routines and building a safe learning environment. Much of what a teacher does prior to a lesson can prevent misbehavior. Teachers often blame the problems that occur on the students. That may be true in some instances but much of the time, what a teacher does also affects how the students behave. By being well prepared, a teacher is not just waiting for the disciplinary problems to hit him before he reacts. Here is a simple checklist that concerns three areas of the classroom that teachers have some degree of control over: themselves, the classroom environment and the lesson.

1. **I arrive early to class.** This is important in order to prepare the necessary materials and arrange the room. Therefore when the students arrive, they can be given undivided attention.
2. **I end the lesson on time.** Otherwise, students will get restless and that can be exhibited in misbehavior.
3. **I am excited to be teaching and I show my enthusiasm.** When the students arrive, I am waiting to greet them and welcome them to another great day. If I am excited, the students will be excited too.

4. **I have communicated the class rules to the children.** That way, the students know what is expected. There should be an upper limit of five rules. Too many can be confusing, especially for young children. I ensure that the rules are enforced and consistent from week to week.
5. **I communicate** with my co-teachers and assistants so that we are working and planning to make the class and lesson a better learning environment for everyone.
6. **I show God's love to each student.** I am sensitive to their weaknesses and strengths, their different reading abilities, as well as their varying levels of maturity. When something unexpected happens, I do my best to demonstrate love and understanding toward their needs. I try not to yell or express disappointment unless there is a valid reason.
7. **I set an example for the students inside and outside of the classroom.** A teacher's behavior should not conflict with the teachings and lesson aims. Otherwise, students will argue and ask why there are different standards. Setting an example can make a difference in the students' lives too, because they can see a living example of Christ's teaching in action.

8. **I know what my students are interested in, both within and outside of the classroom.** They feel comfortable talking to me about themselves. Although I am first and foremost a teacher, I know that they can also come to me with their questions and problems, trusting me as a friend they can rely on.
9. **I am consistently reinforcing the students' abilities through both positive praise and prompt feedback.** That way, they will understand the expectations and be able to achieve the expected outcomes.
10. **I am fair and consistent when I correct the students' behavior.** I am firm but loving so that they may maintain healthy self-esteem.
11. **I create an atmosphere of openness** and inquiry in which students can ask questions freely, knowing they can take risks in a safe environment.
12. **I pray for my students during the week.**

9.2 The Classroom Environment

1. **The room is not too open.** A room with too much open space can be viewed by students as a place to engage in inappropriate physical activities. Especially for younger children, it can encourage running and playing at inappropriate times. The tables, chairs and shelving are arranged both creatively and usefully, to maximize space.
2. **The room is not too small.** Sometimes a crowded room can be the culprit in many behavioral problems. Students may fight each other for space and chairs. As a result, they can feel very frustrated. If more open space in one room is not an option, consider splitting the class into two so that students can have more space in another place.
3. **The room is temperature-appropriate.** It's not too warm or cold. This can be a distraction.

4. **The room is free of external noise.** It can divert the students' attention from the teacher's voice as well as other activities. It will also be difficult for the teacher to regain the students' attention once it is lost.
5. **The room is age-appropriate.** The furniture size fits the students' needs at various age levels. The materials and equipment fit the needs, abilities and interests of the students.
6. **The room is equipped with the necessary teaching and activity materials and equipment.** The teacher does not have to search for writing utensils or erasers for the board. Supplies such as pencils, paper, scissors and glue are readily available. Other items are also regularly stocked as needed for each quarter. Taking time to look for things brings delay and can cause restlessness. Everything is also ensured to be in working condition.
7. **The room is neat and inviting.** A dirty, cluttered and unattractive classroom invites disrespect and disruptive behavior. In contrast, a clean and tidy room elicits the opposite: welcomed behavior. The room is also decorated accordingly and is well-lit. A dark or overly bright room (i.e., too much sunlight shining through) can be distracting.

9.3 The Lesson

1. **The routine is consistent from week to week.** If things are done "out of order" from week to week, it can confuse young children. For older students, the insecurity of not knowing what is happening next can cause problems in their behavior because the transitions will not be smooth and connected.
2. **I have activities planned for those who arrive early.** They are purposeful, ready to be introduced to the students as they come in. Otherwise, early comers will easily become fidgety and it will be exhibited during the lesson.

3. **There is always a review or an opening** before the lesson so that students can make connections to their learning.
4. **The lesson fits the needs of the students.** I alternate quiet and active activities. Appropriate time is scheduled for students to interact and talk during the lesson so that they do not feel the need to interrupt.
5. **I plan a variety of activities and use various teaching methods.** I use things that students can see, hear and touch. Remember the attention span of most students at any one time does not last longer than 15 to 20 minutes.
6. **I involve all students to create a sense of belonging.** By being a part of the lesson, it prevents a lot of off-task behavior.
7. **I think about the questions I plan to ask my students prior to the lesson.** They are age-appropriate and engaging. They involve various levels of thinking (i.e., recall, comprehension, application, analysis, synthesis, evaluation). I also allow my students at least 5 seconds to pause and think of their answers to my questions.
8. **I am expressive with my voice and facial expressions as I relate the story.** I am also aware of my tone of voice and the projection so that it is audible, clear and inviting.
9. **I am flexible** enough to change activities if something isn't working or the students are losing interest. By forcing them to be engaged in an activity, they can display their disinterest through misbehavior. By being inflexible, teachers can easily become frustrated.
10. **I give students a five minute warning before changing activities or the end of the class is near.** That way, it helps them adjust to the change and they have time to quiet themselves down.

11. I have a plan for getting the students' attention.

Rather than shouting over them, they know my routine (i.e., ringing a bell, turning off the lights, a clap of the hands, a special signal with the hands). This is especially important for young children.

12. My instructions and directions are clear.

I repeat them or have students repeat them to the class. When necessary, the instructions are written on the board.

All of the above mentioned preparations can eliminate a lot of off-task behavior. Teachers often don't understand why students are misbehaving and much of the time, it is what they are doing or not doing that is the culprit. For example, if there are no set rules in the class that have been communicated by the teacher at the beginning of the year, then it is difficult for students to know what is expected of them. Therefore, by examining our teaching practices, it can help create a better learning environment. The more students feel a part of the class, the less they will be inclined to exhibit negative behavior.

9.4 When Misbehavior Occurs

In spite of the most careful planning and preparation, any teacher may still experience disciplinary problems. Teachers need to understand that misbehavior will inevitably occur in the classroom setting, no matter how wonderful the students may be. They may be bringing in excess baggage from home or perhaps they are going through growth phases. When these problems do occur, it is not a time to be discouraged. It is often difficult to continue because the misbehavior can be a very disruptive force and teachers often feel helpless. But teachers must remember that discipline is the process of helping students learn self-control, knowing when it is the right time and right way to have their needs met. When a teacher provides discipline, he should establish boundaries within which the students may operate. As they learn how to control themselves, the teacher can slowly remove these limits because the students will be able to create boundaries for themselves. It is the teacher's job to deal with the situations as they arise and it is up to him to enforce the rules in a fair and consistent manner so that the students can learn what is acceptable behavior and what is not.

Why Do Students Misbehave?

The section concerning the proactive teacher discusses many preventative measures one can take to create a safe and productive learning environment. But when children don't respond to them and still misbehave, what are the underlying reasons?

1. **They want attention.** Some students need to feel valued and wanted. Their actions (whispering to neighbors, calling out answers, walking around and other things that are inappropriate for that time and place) are usually a cry for others to listen to them.
2. **They want revenge.** Sometimes, students do not get along for one reason or another. Others may dislike the teacher of the day. In turn, their misbehaviors are often acts of revenge. They may put others down, tease people or even go so far as to physically hurt others.
3. **They bring in baggage from home.** Some disciplinary problems are created by a child's family situation. It is possible that students are receiving inadequate discipline at home and they consequently exhibit poor behavior at church. It may also be something as simple as having an argument with a brother or sister on the way to church. Whatever it is, the students will bring their moods and problems with them into the class.
4. **They have unique personalities.** Some behaviors occur because of the nature of the child. Exceptionally bright or exceptionally dull students tend to become bored with routine activities. A very bright student may be intellectually more advanced and therefore require challenges and leadership roles. On the other hand, a slower student may not be able to catch up with the work. In both cases, the students become socially inadequate and it can be manifested in behavioral problems. There are also students who are hyperactive or mentally or physically challenged. These special circumstances can also present problems in the class.

5. **They have health problems.** Some students may come to class without eating breakfast. This can greatly affect their mood and performance during the lesson. Others may have some genuine health concerns that need to be looked into (i.e., they can't see the board or they forgot to take special medications).

What is important for teachers to realize is behaviors as a result of the reasons stated above are all cries for help in one form or another. Rather than reacting emotionally, personally and verbally, a teacher should objectively look at the situation and do his best to remedy it.

9.5 How Should Teachers Respond?

Discipline has been defined and applied in many ways. Some teachers see it as punishment for wrongdoings. Others become vengeful and vindictive when they administer disciplinary actions because they take the student's words or behaviors personally. It is important for a teacher to take a step back and understand the real purposes of discipline: to diffuse the situation as quickly as possible so as not to affect the learning environment and to remediate the behaviors (i.e., counseling those who misbehave).

The best defense for any teacher is to be prepared to deal with behavioral problems. When a teacher expects the unexpected, that means he has a plan of action to take. The following is an outline that may serve as a helpful guideline when a teacher encounters misbehavior.

1. **When a problem occurs, decide whether it can be ignored or not.** For example, if a student is tapping his pencil to get everyone's attention, as annoying as it may be, it might be better to ignore it. If action must be taken, then remove the object from the student that is causing the distraction. It is important to remember to diffuse the situation as quickly as possible. Low key techniques are best (i.e., a look, a gesture to signal attention, calling out the name of the student once, proximity to let the student realize the teacher knows

what is going on). All these are done to encourage the student to stop on his own without causing disruption to the class.

2. **If the teacher must attend to the behavior, correct the student in a way that allows him to understand why it is wrong.** Talk about the rules of the class and respect for the learning of others. Remember not to get into a power trip or struggle with the student. Use minimal verbal response so as not to let the problem escalate. If it is required, use time after the class is over to look into the situation further with the student one-on-one.
3. **Teach the student an alternative and acceptable way of behavior.** For example, if he is seeking the spotlight by always calling out answers, discuss and enforce the importance of putting his hand up. Then when he does put his hand up, positively reinforce his action by saying, "I like the way Robert is putting his hand up." In addition, give him the appropriate attention when he is not exhibiting negative behavior. Then he will learn in time that he will not receive the attention he wants by disrupting the class.
4. **If any disciplinary action must be taken, make it a natural consequence of the misbehavior.** That way, the child will not perceive it as an act of revenge or power. That means it must be appropriate and consistent for all students. Even after he has been corrected, be sure to reassure him of his personal worth with the teacher so that his self-esteem will not be wounded.
5. **Negative behavior can only be stopped for the short-term.** If the true need behind the behavior is not met, the misbehavior will recur with increasing frequency and intensity. The only way to stop it is to meet the needs of the students or help the student learn how to

meet his own needs in positive ways. Therefore teachers should constantly communicate with parents as well as each other to understand what each child requires. If he is an exceptional student, individualized activities within the lesson is a possible solution. If he needs to take certain medications, the teacher can work out a plan with the parents. If he is bringing problems from the home into the class, the teachers can conduct family visits and become more acquainted with the parents and work hand-in-hand with them to best help the child. In all situations, communication is the key. And of course, no tool is more powerful than prayer.

6. **Lastly, don't be discouraged.** It is God who brings all His children's minds and hearts to mature into His likeness. All teachers are tools in God's hands, used to plant the seeds of faith. He utilizes all teachers to accomplish His purpose. Don't be disappointed if a lesson doesn't carry out as planned. Continue to pray for God's strength so that everyone who is given the responsibility of teaching may be full of love and patience.

*Define your goals;
then every once in a
while ask yourself:
"Am I on track?"*

If you were asked to evaluate your students right now, what would you say about them? It's very difficult when you don't have any criteria to go on. If you were forced to say something, you would probably ramble on and each teacher would share different things about each student.

However, if you had been given some criteria or goals to look at, it would have made your evaluation of your students much easier.

Oftentimes, we want our students to improve but we don't have set outcomes or goals for them to achieve. Therefore, it makes any kind of evaluation very hard. What is it that we want the students to learn, how will we evaluate it and how will the students know they have achieved that goal? And even when we have come up with the answers to those questions, we really don't know where to begin to keep track of the progress of the students over time. Therefore, schools use the report card system to help keep things in order. But as we know, report cards can be intimidating and if we aren't doing so well, we dread bringing them home to our parents. And at church, we really don't have the same kind of goals as in school. Here, our hope is that the students can grow in their knowledge of Christ, have a meaningful prayer life and serve God wholeheartedly. We can't really use ABCs or grade them with a number. Rather, it is more important that they see their own progress over time. So instead of handing out report cards, we can think about the students' evaluation in terms of personal growth, more like a self-evaluation. This can help the students improve with each evaluation but the emphasis is on them to make some changes.

The following are some sample evaluations. For each form, it is vital for the teacher to sit down with each student and work on it together. For older students, they can be given some private time to fill it out first so they have the opportunity to reflect without pressure. But they should still share their evaluations of themselves with the teacher so that they can set a goal together to help them improve.

These forms (See Form 1 and Form 2) can be used quarterly or biannually, depending on the need. And each one can be changed according to the needs of the class. If there is a specific area or behavior that should be focused on, then include that on the evaluation. These are samples and can be played around with. The most important thing to remember is that the purpose is for personal growth.

And if our students are doing it, as teachers we should all the more set the example. Form 3 is a spiritual checklist or evaluation that we could refer to now and then to see if we are also growing. This way, we don't have to wait until it is too late and we realize we are no longer excited about our classes or have become stagnate.

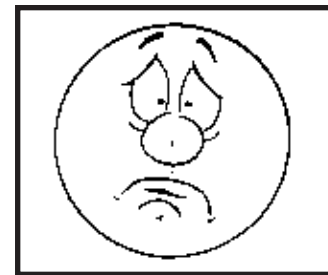
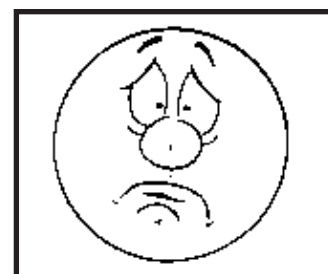
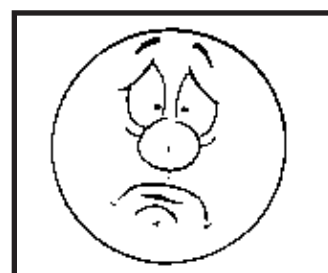
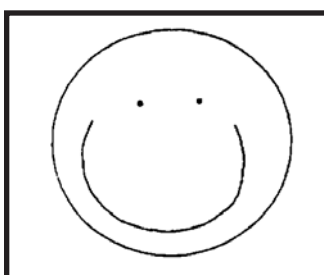
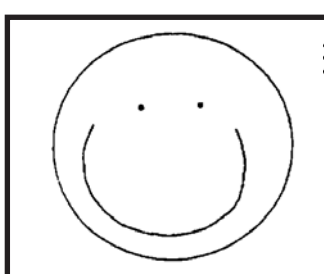
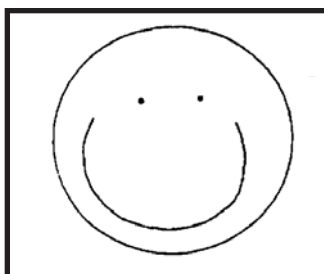
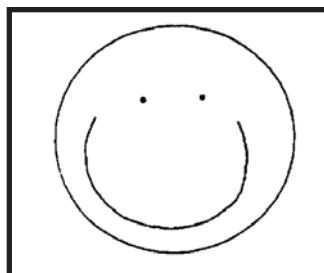
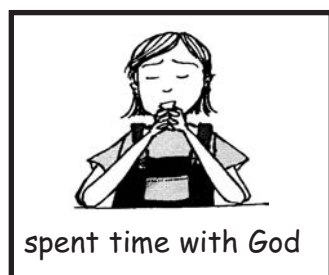
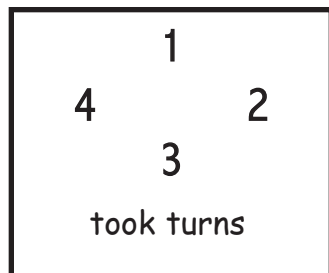
Any kind of growth requires self-reflection, and if we the teachers can make this a regular practice, we are well on our way to becoming more spiritually mature.

MY EVALUATION

color in

NAME: _____

DATE: _____



My goal next time:

MY EVALUATION

NAME: _____

DATE: _____

Circle the number that best represents how you feel about yourself.

* Any kind of growth requires self-reflection and if students can make this a regular practice, they are well on their way to becoming more spiritually mature.

1.

During class, I am on task and constructive.

10987654321

AlwaysSometimesRarely
2.

The degree of respect I show for the teachers and other students:

10987654321

Great respectSome respectNo Respect
3.

During class, I make relevant comments and ask appropriate questions.

10987654321

AlwaysSometimesRarely
4.

I am punctual for class.

10987654321

AlwaysSometimesRarely
5.

I come to class prepared, bringing my Bible, hymn book and other needed supplies.

10987654321

AlwaysSometimesRarely
6.

I pray to God regularly outside the church setting.

10987654321

RegularlySometimesRarely
7.

I read the Bible.

10987654321

RegularlySometimesRarely
8.

I offer tithe.

10987654321

AlwaysSometimesRarely
9.

I pray for the fullness of the Holy Spirit, or I don't have the Holy Spirit yet, but I pray for it regularly.

10987654321

AlwaysSometimesRarely
10.

I pray for the pastors, my family members and my church members.

10987654321

AlwaysSometimesRarely

Set a goal for yourself today:

Name: _____
Date: _____

RE Teacher Spiritual Growth Self-Assessment

Here is a list of some important issues to consider when evaluating how well prepared you are.

Form
3
Part 1

Personal/Spiritual Discipline

1. How many times do you attend church service, family service and Bible study per week?

Church service

☐ None

☐ Weekday, Friday and Saturday

☐ Friday and Saturday

☐ Saturday only

Family service or Bible Study

☐ None

☐ One time

☐ 2 -3 times

2. Do you have an active devotional life in prayer? (Note: Does not include prayers at church.)

Per day

☐ None

☐ 1-5 min.

☐ 6-15 min.

☐ 16-30 min.

Per week

☐ None

☐ 1-5 min.

☐ 6-15 min.

☐ 16-30 min.

3. How long do you pray for your students per day?

☐ None

☐ 1-5 min.

☐ 6-15 min.

☐ 16-30 min.

4. Do you have an active Bible reading habit at home?

Per day

☐ None

☐ 1-5 min.

☐ 6-15 min.

☐ 16-30 min.

Per week

☐ None

☐ 1-5 min.

☐ 6-15 min.

☐ 16-30 min.

Spiritual Growth

1. Write down how you would like to grow or improve in the following areas:

Personal Bible study (self-discipline)

Personal prayer time (self-discipline)

Reading spiritual materials or listening to sermon tapes/CDs (self-discipline)

Prayer time for my students

Caring and patience skills

Ability to relate with trust, honesty, warmth and interest

Other Growths

Organizational skills (planning, meeting, mentoring)

Leadership skills

Communication/encouragement/sensitivity skills

Faith & Commitment

1. Do you have an active dynamic faith? In other words, is your faith real?

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

2. I seem to be able to notice my own sin before others are aware of it.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

3. I am able to instruct others (students and friends) through the word of God.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

4. I'm always interested in studying the Bible with practical applications.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

5. I give practical, step-by-step advice to those in need.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

6. I enjoy doing kind deeds for members and people who are unable to repay me.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

7. I watch my finances closely so that I can give freely to God's work.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

8. I boldly tell my students about evils in our society and in school.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

9. I believe that the TJC is established by God and I agree with all the beliefs and doctrines.

☐ Never true

☐ Sometimes true

☐ True most of the time

☐ Always true

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RE Teacher Spiritual Growth Self-Assessment

Here is a list of some important issues to consider when evaluating how well prepared you are.

Form 3 Part 2

Personal Integrity
1. I am a person of my word. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
2. I live a Bible-centered life. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
3. I desire to live a life of purity in speech, thoughts and actions. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
4. I can be trusted to carry out responsibilities without constant supervision. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
5. I am punctual in completing tasks. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
6. I can keep the strictest of confidence when other people tell me about their feelings or struggles. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
7. I can relate to others in genuine ways. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
8. I value the worth of other people. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
9. I make decisions quickly without considering all of the consequences of my choices. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true
10. I am able to exercise control of my emotions, my use of time, and my money. <input type="checkbox"/> Never true <input type="checkbox"/> Sometimes true <input type="checkbox"/> True most of the time <input type="checkbox"/> Always true

Conflict & Criticism
1. Are you always in conflict with certain people? <input type="checkbox"/> Yes, and I cannot change the situation. <input type="checkbox"/> I'm asking God to help me overcome this. <input type="checkbox"/> No, I am not.
2. Do you avoid conflict? <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
3. Do you know different ways of dealing with conflict? <input type="checkbox"/> Yes. List some of the ways. _____ _____ _____
<input type="checkbox"/> No.
4. What is your personal style of conflict management? _____ _____ _____ _____ _____ _____
5. Are you able to give constructive feedback to others? <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
6. How do you respond to constructive criticism? _____ _____ _____
7. How do you respond when others criticize you harshly? _____ _____ _____ _____
8. Submission is essential for any worker in church. How often do you think you are submissive? <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always

Listening, Anger & Love
1. I listen to others with my ears, my eyes and my heart. <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
2. I tend to talk too much and give too much advice. <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
3. When others are talking to me, I spend that time forming my own response in my head. <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
4. I recognize the presence of anger in my own life. <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
5. I can handle my anger without blowing up. <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always
6. What kinds of people or situations cause you to become angry? _____ _____ _____ _____
7. This is how I deal with anger. _____ _____ _____ _____ _____
8. I'm able to care for or counsel my friends and my students in a loving way. <input type="checkbox"/> Seldom <input type="checkbox"/> Most of the time <input type="checkbox"/> Always

A RELIGIOUS EDUCATION
RECORD BOOK



Class Roster and Student Information

Student	Parent/Guardian	Home address	Home phone	Cell phone	Email	Allergies, medication & individual needs
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Student's R.E. Records

Name: _____

Class: E1 - A Sample Card

Year:	2006	Attendance	Review/Test Taken	Grade
	Fall	13/13	<i>God's Wonderful Creation</i>	100%
	Winter	12/13	<i>The Lord Is Our God</i>	80%
	Spring	11/13	<i>Journey to the Promised Land</i>	90%
	Summer	13/13	<i>The Lord Saves</i>	100%
Teacher's Comments: <i>Gives very good answers, very attentive, good understanding of the Bible stories</i>				

Class:

Year:	20__	Attendance	Review/Test Taken	Grade
	Fall	/13		%
	Winter	/13		%
	Spring	/13		%
	Summer	/13		%
Teacher's Comments:				

Class:

Year:	20__	Attendance	Review/Test Taken	Grade
	Fall	/13		%
	Winter	/13		%
	Spring	/13		%
	Summer	/13		%
Teacher's Comments:				

Class:

Year:	20__	Attendance	Review/Test Taken	Grade
	Fall	/13		%
	Winter	/13		%
	Spring	/13		%
	Summer	/13		%
Teacher's Comments:				

Verification of Religious Education Class Attendance

Hallelujah, greetings in the name of our Lord Jesus Christ.

This is to verify that (student's name) _____
attended the Religious Education class on
(date) _____, 2_____, at _____ Church.

Please mark "Present" for the student on the date in your record.

Thank you.

God bless you!

Sincerely,

(Lead Teacher) _____

(Class)

Field Trip Consent Form

Dear Parents,

Hallelujah! Greetings to you in the name of our Lord Jesus Christ.

We are pleased to announce that our RE class will be participating in a field trip.

Location: _____

Date: _____

Time: _____

Please have your child meet us at (meeting location) _____ at approximately (time) _____.

Also, please make arrangements for pick-up from (location) _____ at (time) _____.

Please sign the permission slip below, and have your child bring it to next week's sabbath class. Thank you very much for your help in organizing this upcoming event. Please feel free to contact us should you have any further questions. May God bless you.

Yours in Christ,
The RE teachers

(Please complete the information below and have your child return this section to the class.)

I, (parent's name) _____, hereby grant my child,
_____, permission to participate in the upcoming field trip to (field trip destination)
_____ on (date) _____.

Please call me on my cell phone (_____) _____ should you need to reach me during this field trip.

Signature: _____ Date: _____

Health Emergency Notification

Please fill in the appropriate blanks below that most suitably fit your will for your child should an emergency situation arise calling for medical intervention.

I, _____ **do** hereby grant emergency personnel to treat my child, _____, to the extent that is deemed best for my child’s well-being if I am unable to be contacted.

I, _____ **do not** hereby grant emergency personnel to treat my child, _____, to the extent that is deemed best for my child’s well-being if I am unable to be contacted.

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Home: _____

Cell: _____

Emergency Contact: _____

First Aid Kit Checklist

Please be sure these items are brought along on all outdoor field trips that may involve injuries of any sort (canoeing trips, park outings, hiking trips, athletic events, etc.)

First Aid Kit Items	Yes	No
1. Band-aids		
2. Sterile gauze squares (2 and 3 or 4 inch size)		
3. Hypo-allergenic tape		
4. Roller gauze bandages (1 and 2 inch widths)		
5. Small scissors		
6. Tweezers for removing surface splinters		
7. Triangular bandages		
8. Disposable gloves		
9. Ice packs		
10. Water bottle and cup		
11. Copies of "Health Emergency Notification" forms from each child's parents		
12. Copies of parent emergency contact phone numbers		
13. Medicines for acute conditions (asthma inhalers, disinfecting alcohol, etc.) and written instructions from parents on how and when to administer to these medications		
14. Warm blankets		

Letter of Appointment

Date: _____

Dear Brother/Sister _____:

Greetings in the name of our Lord Jesus Christ. May this letter find you well and living in the peace and joy of our Lord, Jesus Christ.

I am pleased to inform you that you have been appointed as a(n)

Teacher	()
Intern Teacher	()
Teacher-in-Training	()

of the Religious Education Department of _____ Church by the Church Council, based on the recommendation of the Religious Education Department. The appointment is effective from _____, 20____ to _____, 20____.

As of the position you are appointed above, you are to set a good example in speech, conduct, attire, and dedication in serving the Lord and the Church as stipulated in the Teacher's Manual of Religious Education.

To assist you in fulfilling your duties, the General Assembly of the True Jesus Church in U.S.A. and the Religious Education Department of the local church have developed a series of progressive seminars and workshops to improve and enhance your teaching skills and spirituality. The Department has also designed a customized program to gradually expand your roles and responsibilities in religious education during your term. Please make the best use of these resources available to you. Your progress will be evaluated periodically to ensure a rewarding and productive participation in educating the next generation.

May the Lord grant you wisdom and guide you through the works of the Holy Spirit toward an enduring, fruitful and dedicated service in religious education.

Yours in Christ,

Chairman, Church Council
 c.c. Religious Education Coordinator
 Lead Teacher (Class _____)

Certificate of Completion



This Certifies that _____

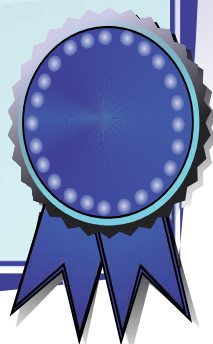
Of _____ Church

has successfully completed the Religious Education Teacher Seminar
at _____ Church held from _____ in 20____ and
is permitted to serve as an Intern Teacher in the True Jesus Church.

This Certificate of Completion is hereby awarded by the
General Assembly of the True Jesus Church in U.S.A.
on this ____ day of _____, 20____.

Director of GA Pastoral Department

Chairman of USGA





Teacher's Certificate

This Certifies That _____

Of _____ Church

has successfully completed the Religious Education Teacher's Internship Program.
S/he is considered sound in faith and is declared qualified to serve as
a Teacher in the True Jesus Church.

This Certificate of Completion is hereby awarded by the
Church Council.

Chairman of the Church Council

Date:



"I, therefore, the prisoner of the Lord, beseech you to walk worthy of the calling with which you were called, with all lowliness and gentleness, with longsuffering, bearing with one another in love, endeavoring to keep the unity of the Spirit in the bond of peace."

(Ephesians 4:1-3)

• TRAIN UP A CHILD IN THE WAY HE SHOULD GO •
• AND WHEN HE IS OLD HE WILL NOT DEPART FROM IT •
• PROVERBS 22:6 •

• GENERAL ASSEMBLY OF THE TRUE JESUS CHURCH •
• 21225 BLOOMFIELD AVENUE, LAKEWOOD, CA 90715 • PUBLISHED 3.2011