

Childhood Discipleship Leader S.K.I.L.L. Lesson #6

GUIDELINES FOR SELECTING AND USING EXTRAS WITH CHILDREN

- ◆ Does this extra encourage children to express themselves?
- ◆ Does this extra consider children's approaches to learning?
- ◆ Does this extra fit into the time allotted for the session?
- ◆ Does this extra consider your skills and available resources?
- ◆ Does this extra hold the interest of your children?
- ◆ Does this extra fit in with the aim (purpose) of the session?
- ◆ Does this extra allow children to make choices?
- ◆ Does this extra have simple rules? (You should not spend more time using the extra than learning how to use it.)
- ◆ Does this extra help children to learn what you want them to learn?
- ◆ Does this extra increase or limit competition? (Competition should be limited.)
- ◆ Does this extra use information from the unit being studied?
- ◆ Does this extra make it easier for children to learn rather than emphasize what the children make or do?
- ◆ Does this extra involve the children?
- ◆ Does this extra take into consideration the ways children learn?
- ◆ Does this extra reflect biblically sound and educationally appropriate principles?
- ◆ Does this extra consider "Biblical Skills for Learning?"
- ◆ Does this extra reflect what you enjoy or what the children enjoy?

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Listening Guide

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Paul asked: "...how can they believe without hearing about Him?" (Romans 10:14 HCSB) Helping children hear about Jesus and understand what they hear is what teaching children at church is all about. All that we do should be understood by children and teach them biblical truths. Extras such as puzzles, magazines, games, crafts and newspapers are good teaching tools, but we must be careful to use them to teach not to fill in time.

- ◆ Does this extra encourage children to _____?
- ◆ Does this extra consider children's _____?
- ◆ Does this extra fit into the _____ for the session?
- ◆ Does this extra consider _____ and _____?
- ◆ Does this extra _____ of your children?
- ◆ Does this extra fit in _____ of the session?
- ◆ Does this extra allow children to _____?
- ◆ Does this extra have _____? (You should not spend more time using the extra than learning how to use it.)
- ◆ Does this extra help children _____?
- ◆ Does this extra increase or limit _____? (Competition should be limited.)
- ◆ Does this extra use information from the _____?
- ◆ Does this extra make it _____ for children to learn rather than _____ what the children make or do?
- ◆ Does this extra _____ the children?
- ◆ Does this extra take into consideration _____?
- ◆ Does this extra reflect _____ and _____ principles?
- ◆ Does this extra consider "_____?"
- ◆ Does this extra reflect what you _____ or what the children _____?