

# TEACHING PLAN FOR KIDS:

## *The **DISCOVER** Triad:*

### *Three Facets of a Dynamic Sunday School Class*

#### *A Two-Hour Conference for Children's Sunday School Teachers*

Developed by Jeff Land, Editor in Chief, Childhood Ministry Publishing,  
LifeWay Church Resources

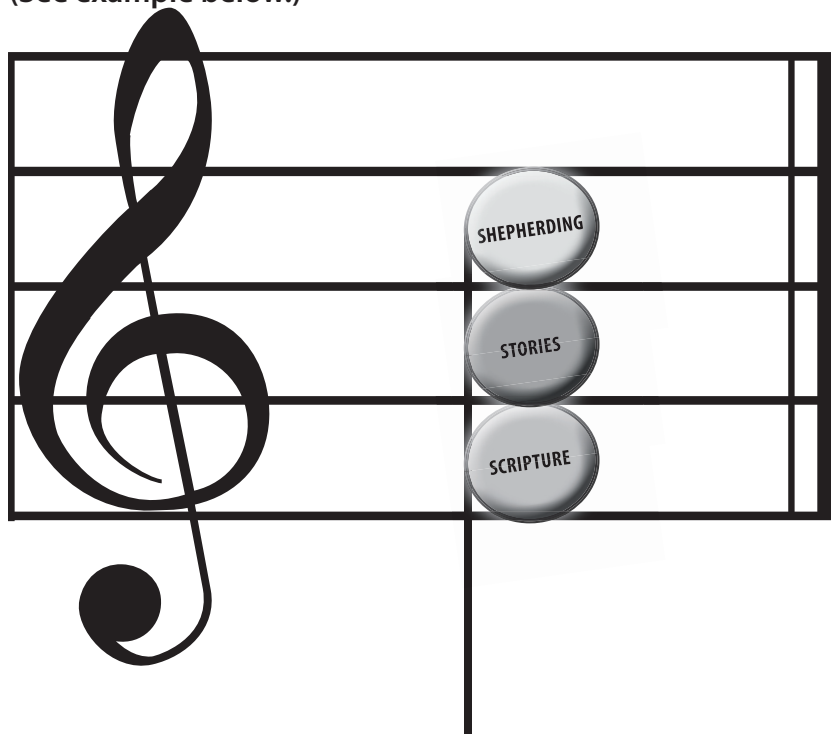
**PURPOSE:** To lead Children's Sunday School teachers to discover the three facets of a dynamic Sunday School class: *Scripture, stories, and shepherding*.

How to use this plan:

- For the local church: Use to train Children's Sunday School teachers and members during a local church training or kick-off event.
- For regional and state training: Use to train leaders in state or Associational training events.

#### **PREPARATION:**

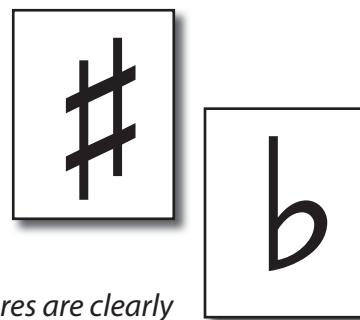
1. Arrange the chairs in groups of three throughout the room and facing the focal wall. Secure a CD Player and a CD of piano music.
2. Create a large musical bar by drawing 5 horizontal lines across a large sheet of white poster paper. Place about 7 inches between each line. Draw one line halfway down the middle to be the stem for your musical chord. You may choose to add additional musical notes to the bar. Adhere the musical bar to the center of the focal wall.
3. Cut a circle with a 7-inch diameter from three sheets of different colored construction paper. On individual circles, write the words *Scripture, Stories, and Shepherding*. (See example below.)



## PREPARATION: *Continued*

4. **Reading Music.** Make copies of *Handout 1* for each conferee.

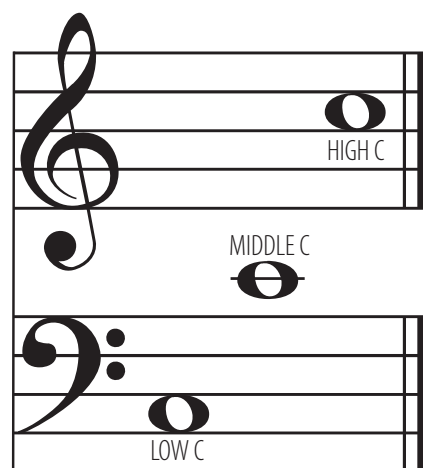
5. **Sharps and Flats.** On separate sheets of clean copy paper draw a large sharp (#) and a large flat (b). Tape the sharp and the flat to the focal wall. On separate strips of paper print the following statements: *Supports Southern Baptist doctrines, easily adaptable to different-sized groups, focuses on individual work, does not emphasize Bible usage, activities are easy to understand, lacks clear lesson objectives, cost effective, learner guide lacks exciting graphics, Bible study for teachers provided, Teaching procedures are clearly written, lecture-based, comprehensive plan for teaching children, lacks emphasis on life application, substitute teachers can quickly and easily understand.* Hide the strips throughout the room.



6. **Harmonious Sunday School.** Make copies of *Handout 2* for each conferee and place one under each seat.

7. **The 3 C's of Questions.** Create two large musical bars. (See example to the right.)

Write *Limiting* on a sheet of red construction paper. Cut three small circles from red construction paper and write *concise, clear, and complete* on individual circles. Write *Closed* on a sheet of yellow construction paper. Cut three circles from yellow construction paper and write *connected, conversational, and challenging* on individual circles. Write *Open* on a sheet of green construction paper. Cut three circles from green construction paper and write *creative, controversial, and considerate* on individual circles.



8. **Hymn Stories.** Three tear sheets and markers.

9. **Three Part Harmony.** Make a copy of *Handout 3* for each conferee.

10. **Musical Posters.** Four tear sheets. At the top of each tear sheet write one of the following statements: *tips for good storytelling; tips for preparing a good story; ineffective storytelling methods; tips for guiding behavior while storytelling/ reviewing the story.* Post signs throughout the room.

11. **Music of the Heart.** Create a large heart from red poster board. Post the heart to the focal wall. Give a stack of sticky notes to each group of three.



12. **Raising the Bar.** Cut seven 4-by-4-inch squares from yellow construction paper. On each square, write one of the following statements: *contact information, birthday, other significant dates, school, extracurricular activities, familial information, if child has accepted Christ and/or been baptized.* Cut five 4-by-4-inch squares from purple construction paper. On each square write one of the following statements: *temperament, love language, favorite things, pet peeves, spiritual gifts.* Tape each square to the bottom of one of the chairs in the conference room. Make copies of *Handout 4* for each conferee.



**DISCOVER**

utes)

as

utes)

**Reading Music:**  
Take Note!

Use the scale below to replace the notes with letters that will decode the conference objectives.

**READING MUSIC**

Scale

1 2 3 4 5 6 7 8

1 J E F T H  
2 R V L  
3 C  
4 F L P L I  
5 F M I L  
6 F L I Z  
7 F C P  
8

Handout 1: READING MUSIC  
For use with The Classroom Road: Three Years of a Dynamic Sunday School Class by David Hovell

Laity Kids

utes)

as

es)

# Reading Music

## Take Note!

Use the scale below to replace the notes with letters that will decode the conference objectives.

### READING MUSIC

Scale

1. G F E D C B A

2. A B C D E F G

3. G F E D C B A

4. A B C D E F G

5. G F E D C B A

6. A B C D E F G

7. G F E D C B A

8. A B C D E F G

9. G F E D C B A

10. A B C D E F G

Handout 1: READING MUSIC  
For use with *The Character Shop: Three Forms of a Dynamic Sunday School Class* by David Hanks

LifeWay Kids

(5 minutes)

Tell the conferees that they will be learning the three facets of a dynamic Sunday School class today. Introduce the three facets by explaining that when a Sunday School class has the aspects of Scripture, stories, and shepherding all working together, the result is a dynamic, life-changing Sunday School experience. Share that just as a group of three conferees can accomplish more together than if each person worked independently, Children's Sunday School classes can be an integral part of a child's life if they include the three aspects of the Discover Triad.

(35 minutes)

## SCRIPTURE

(15 minutes)

Explain that Scripture should be the key component of every Sunday School meeting. Without a dependence upon Scripture, the meeting will not make a life-changing difference in the child's life. Sunday School teachers depend on curriculum to help them create biblically-based Sunday School lessons. The curriculum a church uses should have a goal of providing a balanced treatment of the Bible's books, topics, and people.

Introduce the activity by telling the group that you have hidden positive and negative characteristics of a Sunday School curriculum throughout the room. Guide each group to work together to find a characteristic and then decide whether it is positive or negative. If the characteristic is positive, lead the conferees to attach it underneath the sharp symbol on the focal wall. Likewise, if it is a negative characteristic attach it under the flat symbol on the focal wall.

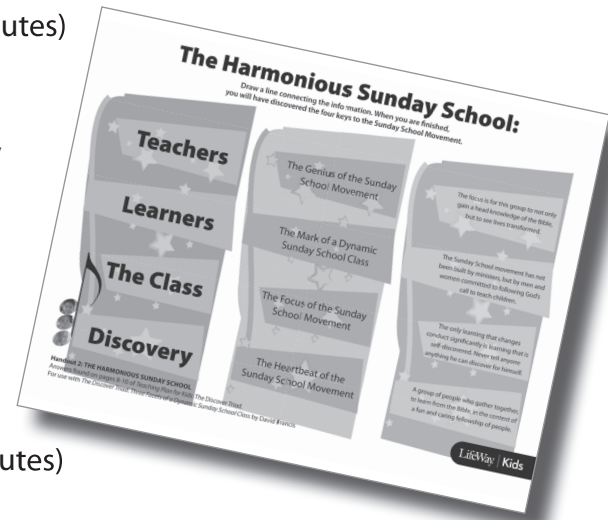
3

## Harmonious Sunday School

(10 minutes)

Explain that curriculum in and of itself cannot create a dynamic Sunday School class. Say: "The Sunday School movement must involve several key components in order to achieve it's full potential."

Guide groups to retrieve **Handout 2** from under their seats and work together to complete the triple matching experience to discover the key components of a harmonious Sunday School.



### Step 4: The 3 C's of Questions

(10 minutes)

Display the prepared musical bars with the posters labeled *Limiting*, *Closed*, and *Open* to the left of the musical bar you have created. Explain that just as there is a high, middle, and low C on the musical bar, there are several types of Questions.

Explain the following information about questions:

- *Limiting Questions* have a set of correct answers.  
**Example:** What are the two major divisions of the Bible?
- *Closed Questions* can be answered with a "yes" or "no".  
**Example:** Did God create the world?
- *Open Questions* do not have a correct answer.  
**Example:** How do you think it feels to be bullied?

Lead the conferees to form three groups. Each group should receive three different colored circles you prepared prior to the session. Declare that you have printed a word on each circle and that each word is a different tip for creating quality questions. Challenge each team to write a question utilizing that tip that also coincides with the colored sign beside the musical bar. For instance, if a group has a red circle with the word *clear* written on it, they will write a clearly-worded, limiting question. Guide the groups to write their questions on sticky notes and place them on the "C" line on the poster on the focal wall. (See example on page 2.)

### Step 5: Stories

(40 minutes)

Add the *Stories* note to the musical bar on the focal wall.

STORIES

#### Hymn Stories

(10 minutes)

Say: "Stories are a powerful part of every person's life. All too often, as Sunday School teachers, we may become too busy with the 'teaching' part of Sunday School to listen to the 'stories' of Sunday School."

Form three groups. Provide each group with a tear sheet and several markers. Explain that each group should think of hymns and praise songs that tell stories. After five minutes call the groups back together and allow each group to share its list.

Share that music is a powerful way to share one's story. Everyone has a story, but sometimes the story must be discovered.



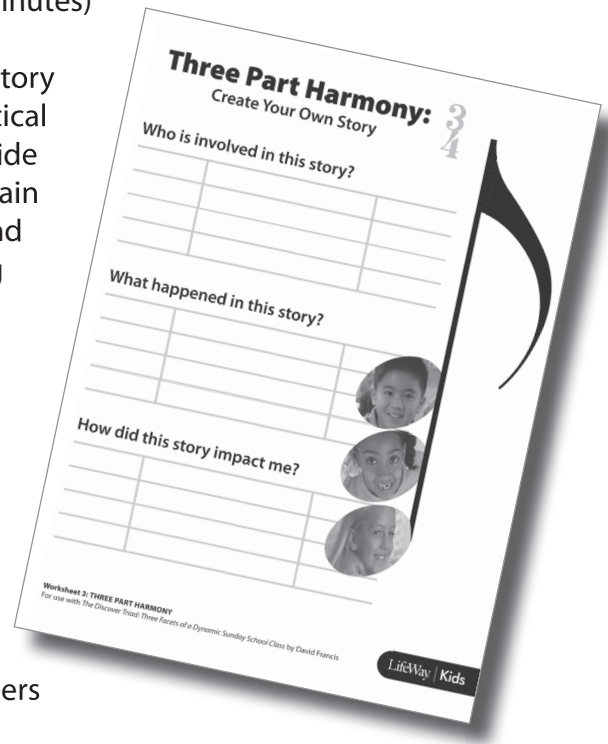
### Step 6: Three Part Harmony

(15 minutes)

Challenge the conferees to each discover a new story today. Stories can be used to teach children practical applications to their Sunday School lessons. Provide each conferee with a copy of **Handout 3** and explain that a story has three major parts: who, what, and how. When discovering a story, ask the following questions:

- Who is involved in this story?
- What happened in the story?
- How did this story impact me?

Challenge the conferees to take a few minutes to think about their own Sunday School classes and encourage each of them to write a quick story. As the conferees complete the assignments, encourage them to share their stories with the other people in their group. Ask for a few volunteers to share their stories with the entire group.



The worksheet is titled "Three Part Harmony: Create Your Own Story" with a large number "3" and a musical note graphic. It contains three sections: "Who is involved in this story?", "What happened in this story?", and "How did this story impact me?". Each section has a table with four rows and two columns. There are three small circular photos of children on the right side of the worksheet. At the bottom, it says "Worksheet 3: THREE PART HARMONY For use with The Discover Read Three Facts of a Dynamic Sunday School Class by David Francis" and "LickWay Kids".

### Step 7: Musical Posters

(15 minutes)

Announce that the conferees will now take part in a game of "Musical Posters." Form four groups and assign each group to one of the tear sheets you have placed throughout the room. Explain that the groups should follow the directions at the top of each tear sheet as the music plays. When the music stops each group should quickly move to another poster. The groups cannot go to any poster that they have already been to. Play the music and stop at random intervals every couple of minutes.

After four stops read the items listed on each list. Allow time for brief discussion if necessary.

### Step 8: Shepherding

(20 minutes)

Add the *Shepherding* note to the musical bar on the focal wall.

SHEPHERDING

### Step 9: Music of the Heart

(10 minutes)

Display the large red heart you have placed on the wall. Say: "A major part of the Sunday School teacher's responsibility is shepherding. He is responsible for ministering to the children in his class."

Point out the sticky notes you have provided to each group and explain that each conferee should think of characteristics and qualities of a good shepherd (Sunday School teacher) and list them on individual sticky notes. All of the conferees should work together to completely cover the heart with the sticky notes.

## Step 10: Raising the Bar

(10 minutes)

Explain that the effective shepherd will really know the children in her classroom. There are several key pieces of information that are necessary, as well as several optional bits of information that help one become a more effective shepherd.

Explain that hidden beneath the seats of the conferees some will find a colored square. Each square has a piece of information, either vital or optional, that the shepherd should know about each of her students. Explain that those with yellow squares will share first. As each square is shared allow the conferee to tape it to the wall, stacking one square on top of another so as to "raise the bar." When the conferees share the information on the purple squares, allow them to continue raising the bar, but explain that this information is optional but good information to know about each child. Provide each conferee with a copy of *Handout 4*.

**Raising the Bar:**  
Creating a Learner Database

**Vital Information**

1. Name and Contact Information
2. Birthday
3. Other significant dates (date of brother's birth, game day, etc.)
4. School
5. Extracurricular Activities
6. Familial Information (names of parents and siblings)
7. Has the Child Accepted Christ?
8. Has the Child Been Baptized?

**Optional Information**

1. Child's Temperament
2. Love Language
3. Favorite Things
4. Pet Peeves
5. Spiritual Gifts/Talents
- 6.
- 7.

Handout 4: RAISING THE BAR  
For use with the Discover Triad, Three Futures of a Dynamic Sunday School Class by David Francis

**Discover**  
LickWay | Kids

## Step 11: Closing

(5 minutes)

Remind the conferees of the three parts of the Discover Triad. Explain to them that when used together the triad of information they have gathered today will enable them to become more effective teachers of children in their churches. Pray that God will help the teachers to focus on Scripture, to remember the stories, and to shepherd their flocks.

