

**Transformational Class:  
Transformational Church Goes to Sunday School  
Teaching Plan for Children's Leaders**

**Prepared by:**

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**Purpose:** To provide a two-hour teaching experience for Children's Sunday School leaders for the purpose of identifying and implementing a strategy for becoming a Transformational Sunday School class.

**How to use this plan**

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

**PREPARATION**

**Provide the following resources for use throughout the training:**

- Nametag for each participant. (A nametag template is provided on the CD-Rom in the *Sunday School Emphasis Kit*.)
- Nine 1¼ " colored label dots for each conferee
- Masking tape and clear tape
- Markers
- Item 1: Matching Loops Handout (one copy for each conferee expected)
- Item 2: Transformational Loop Handout (one copy for each conferee expected)
- Item 3: Leader Qualities Strips
- Item 4: Loop Game Cards

**Download the following materials:**

- Provide one copy of *Transformational Class: Transformational Church Goes to Sunday School* by David Francis for each participant. The book is available three ways: 1) Print copies from the file provided on this CD-Rom. 2) Download the file from [www.LifeWay.com/SundaySchool](http://www.LifeWay.com/SundaySchool) and make copies. 3) Order copies for \$1.50 each at [www.LifeWay.com/SundaySchool](http://www.LifeWay.com/SundaySchool).
- PowerPoint presentation: Transformational Class: Transformational Church Goes to Sunday School—Children's ppt

**Prepare a display of the following resources:**

- *Transformational Class: Transformational Church Goes to Sunday School* by David Francis
- *Bible Teaching for Kids* leader guides (1<sup>st</sup> & 2<sup>nd</sup>; 3<sup>rd</sup> & 4<sup>th</sup>, BTX); copies of *More, Adventure, Bible Express*

**Prepare the room for learning:**

- Arrange chairs in a large semi-circle facing the focal wall.
- Arrange for AV equipment if you plan to use the PowerPoint.

- Prepare a large blank focal wall for creating the Transformational Loop that includes 3 large circles labeled: *Discern*, *Embrace* and *Engage* and 7 smaller circles labeled: *Missionary Mentality*, *Relational Intentionality*, *Vibrant Leadership*, *Prayerful Dependence*, *Worship*, *Community*, and *Mission*
- Make tape rolls to build display as points are introduced.

## Procedure Step Preparation

### 1. Introduction

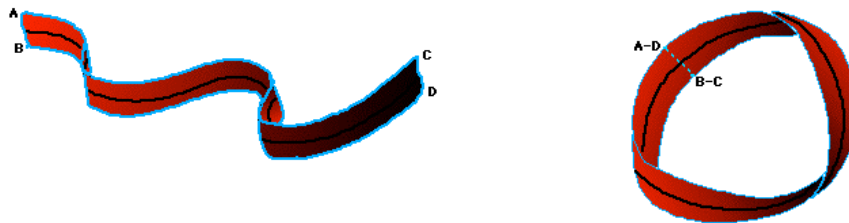
- Place a nametag in each chair.
- Place a copy of Item 1: Matching Loops Handout in each chair.

### 2. Discern

- Be prepared to add the *Discern* and *Missionary Mentality* circles. Provide a copy of Item 2: Transformational Loop Handout and nine large label dots for each conferee.
- Make a large target and label the rings: *1<sup>st</sup> & 2<sup>nd</sup> Grade*, *3<sup>rd</sup> & 4<sup>th</sup> Grade*, and *Preteens* (see Slide 6 for an example). Attach the target near the focal wall.

### 3. Embrace

- Be prepared to add the *Embrace*, *Vibrant Leadership*, *Relational Intentionality*, and *Prayerful Dependence* circles.
- Print the Item 3: Leader Qualities Strips on bright paper and cut into strips. Tape the strips under the conferees' seats. Provide a stapler for attaching the loops.
- Cut a 2" x 17" strip of paper for each conferee. Provide several rolls of clear tape for conferees to share. Learn to make the Mobius Loop: Start with the strip of paper. Twist the paper once and tape the ends together so that the left top end is taped to the right bottom end and the paper forms a continuous loop.



### 4. Engage

- Be prepared to add the *Engage*, *Worship*, *Community*, and *Mission* circles.
- Print Item 4: Loop Game and cut the dominoes apart.
- Provide several markers for each group.
- Write the following at the top of individual tear sheets: *Outreach Events*, *Finding Prospects*, and *Mission Projects for Kids*.
- Create a blank Mobius Loop (directions in preparation step 3). Practice cutting the loop in half, (appearing to cut the loop in to two 1' x 17" loops). When the loop is cut correctly it will actually create one large loop instead of two smaller loops.

## PROCEDURES:

### 1. INTRODUCTION (5 min.)

Greet the conferees at the door. Ask conferees to make a nametag and begin working on Item 1: Matching Loops Handout. [Slide 2] Encourage conferees to compare answers with those seated nearby.

Reveal the correct answers. [Slide 3] (Answers for Matching Loops: In the loop: Informed; Knock for a loop: To confuse; Loophole: An omission; Loopy: Eccentric, offbeat; Loop the loop: Airplane maneuver; Out of the loop: Not informed; Close the loop: Complete the cycle; Throw for a loop: To astonish)

Distribute copies of *Transformational Class: Transformational Church Goes to Sunday School*. Share: *Today we will discover the seven elements that make up the Transformational Loop and show us what a Transformational Class might look like.* [Slide 4]

### 2. DISCERN (10 min.)

Distribute Item 2: Transformational Loop Handout and nine label dots to each conferee. Explain that we will use the label dots to complete the Transformational Loop as we discuss each element.

#### ○ MISSIONARY MENTALITY

Place the DISCERN circle on the focal wall. [Slide 5] Direct the conferees to write “Discern” in the first circle of the handout diagram. Add the MISSIONARY MENTALITY circle and ask conferees to label one of their dots “Missionary Mentality” and add it to the Discern circle on their handout.

Share that discerning your missionary mentality begins with determining your target audience and making it your mission to reach those within that group. Although this may be done in a variety of ways for adult classes, for those who teach children, the target audience is the age group (and perhaps the gender) we are enlisted to teach.

Call attention to the target you have on the wall. [Slide 6] Ask the conferees to place one of their label dots on the age group they teach.

### 3. EMBRACE (40 min.)

Add the EMBRACE circle on the focal wall display. [Slide 7] Direct conferees to write “Embrace” in the second blank circle.

Say: *Now we will look at three core values the transformational class should embrace. The first is Vibrant Leadership.*

#### ○ VIBRANT LEADERSHIP

Attach the VIBRANT LEADERSHIP circle to the focal wall. [Slide 8] Direct conferees to label one of their dots “Vibrant Leadership” and add it to their EMBRACE circle.

Inform conferees that some qualities of a vibrant leader have been attached under their seats. Allow the conferees to discover the strips and read the statements. Lead discussion for each quality.

Make a loop of the first strip. As additional strips are shared, interlock the loops creating a chain. Express appreciation for the conferees' attendance at this training and their commitment to be vibrant leaders.

### ○ **RELATIONAL INTENTIONALITY**

Attach the RELATIONAL INTENTIONALITY circle to the focal wall display. [Slide 9] Lead the conferees to label one of their dots "Relational Intentionality" and place it on the EMBRACE circle of their handout.

Give each conferee a prepared 2" x 17" strip of paper. Demonstrate how to make a Mobius loop by twisting the paper once and joining the ends with tape. Lead a discussion of each category listed below encouraging conferees to write on their mobius loop names of kids in their class who fit the categories being discussed: [Slide 10]

- Kids who come every week.
- Kids on my roll who have never come.
- Kids who have a tough time in school.
- Kids who are overscheduled.
- Kids whose parents are supportive.
- Kids who come with grandparents.
- Kids who are quiet and shy.
- Kids who want to answer every question.
- Kids who have special needs
- *Add additional categories that may be unique to your individual situation.*

Remind teachers that we must be intentional to build relationships with kids. Emphasize that recognizing and reacting to their individual characteristics will help make the connection.

### ○ **PRAYERFUL DEPENDENCE**

Attach the PRAYERFUL DEPENDENCE circle to the EMBRACE circle on the focal wall. [Slide 11] Direct the conferees to label one of their dots "Prayerful Dependence" and add it to the EMBRACE circle on their handout.

Share that one of the best things we can do for our students is pray for them. Suggest that the loop they created might be used as a reminder to continually pray for the kids in their classes. Lead a prayer time for the leaders and the kids they teach.

## **4. ENGAGE (60 min.)**

Add the ENGAGE circle to the focal wall display. [Slide 12] Ask the conferees to label the third circle "Engage." Share: *Now we will look at three essential practices of a transformational class.*

## ○ WORSHIP

Add the WORSHIP circle to the focal wall. Direct the conferees to label one of their dots “Worship” and add it to the ENGAGE circle on their handout.

Ask conferees to form three groups according to the grade they teach: 1<sup>st</sup> & 2<sup>nd</sup> Grade leaders, 3<sup>rd</sup> & 4<sup>th</sup> Grade leaders, and Preteen leaders. Give each group a copy of the current Leader Guide for their specific group and the daily devotional magazine suggested for their assigned age group (1<sup>st</sup> & 2<sup>nd</sup> = *More*; 3<sup>rd</sup> & 4<sup>th</sup> = *Adventure*; Preteen = *Bible Express*). Call attention to the HEAR, KNOW, DO strategy statement and icons found in the inside cover of each leader guide. [Slide 13] Read the accompanying Hear-Know-Do statement.

Lead groups to scan next Sunday’s session to discover three teaching/learning activities; one that is designed to help kids HEAR God’s Word, one that is designed to help kids KNOW God’s Word, and a third teaching activity that is designed to help kids DO God’s Word. Allow each group time to search and then briefly share the activities they find. Point out that the learning loop is not complete until the kids are applying and living Bible truths.

Share the importance of personal worship. Ask conferees to share what personal worship might mean in the life of a believer. Encourage leaders to maintain their own commitment to private and corporate worship. Explain that teachers can also encourage kids to have a daily personal worship time with God. Refer to the weekly learner guide and the recommended daily Bible reading lists. Also share LifeWay’s devotional magazines that are designed for each age group (*More*, *Adventure*, *Bible Express*).

## ○ COMMUNITY

Add the COMMUNITY circle to the ENGAGE circle on the focal wall. [Slide 14] Ask conferees to label one of their dots “Community” and add it to the ENGAGE circle on their handout.

Explain that community deals with connecting people with people. Distribute game pieces to 10 volunteers (Item 4) for “The Loop” game (played much like dominoes). Say: *Understanding the kids we teach will help us connect to them and better meet their needs.*

Ask one volunteer to read the *Our Kids* statement from his card. Encourage the volunteer with the matching *We* statement to read the *We* statement on his card. Lead discussion as you tape the matches together. Continue the game by reading the *Our Kids* statement on the last card connected and seeking the correct *We* statement. Continue until all cards are correctly matched. (Note: the last *Our Kids* statement will connect with the first *We* statement.

(Note: This game can begin with any *Our Kids* statement and should end with the *We* statement on the 1<sup>st</sup> player’s card. Answers: 1. Our kids are energetic and active. We use lots of games and activities. 2. Our young kids cannot think abstractly. We use concrete examples. 3. Our kids are smart in different ways. We use a variety of activities that enable kids to excel in their own way of learning. 4. Our kids need a sense of security. We are always present when the first child arrives. 5. Our kids need love and acceptance. We love and accept each child and express appropriate affection. 6. Our kids need guidelines for appropriate behavior. We are clear about

acceptable classroom behavior and are fair in enforcing guidelines. 7. Our kids are developing values and attitudes that are often “caught rather than taught.” We provide a positive model. 8. Our kids are developing foundations for faith. We provide a well-planned and intentional Bible study. 9. Our kids can respond to the Holy Spirit. We are sensitive when answering questions about salvation. 10. Our kids have short attention spans. We change activities every 5-10 minutes.)

### ○ MISSION

Add the MISSION circle to the focal wall. [Slide 15] Ask the conferees to label one of their dots “Mission” and add it to the ENGAGE circle on their handout.

Give each group one of the tear sheets you prepared prior to the conference. Allow groups 5 minutes to list as many ideas as they can think of for the topic printed on their sheet. Then, rotate the sheets to the group located to their left. After another 5 minutes, rotate the sheets to the final group. Return idea sheets to the original groups. Explain these final directions: *Read all responses listed, determine the Top Three ideas, and draw a loop around those top three responses.* Allow groups to share the top three ideas from their idea sheet.

Demonstrate cutting the Mobius Loop in half (see preparation step 4). Share that cutting correctly doesn’t divide it—but makes a larger loop. Help conferees make the connection and importance of being willing to expand our church’s Sunday School by adding new class units as we grow.

### 5. CONCLUSION (5 min.)

Call attention to the completed Transformational Loop diagram on the focal wall. As you move the circles so that they connect and overlap, explain that all of the elements of a transformational class connect and converge. [Slide 16] Ask each conferee to print her first name on their final label dot. Encourage the conferees to pass the dot to the person seated to the left. Suggest that this dot be attached to the Transformational Loop handout as a reminder to pray for other children’s Sunday School teachers. Close the session with prayer.