

Core Skills

FOR CHILDREN'S WORK



Safeguarding and child protection

Title of your denomination's policy document:

What do you do if you have an issue relating to child protection?

Who is the person in your church who deals with child protection issues?

What permission and registration forms do you complete when a new child joins the group?

What training in child protection have you had?

If none, when is the next available training?

When is the next review of your local child protection procedures?

Children and church questionnaire

Mark 0 for 'Not true at all' and 5 for 'This is clearly our church's belief and practice'.

1. Children are considered important in our church.	0	1	2	3	4	5
2. People in our church feel comfortable with children.	0	1	2	3	4	5
3. Children in our church are happy to be there.	0	1	2	3	4	5
4. People in our church are willing to support children's work by praying.	0	1	2	3	4	5
5. People in our church are keen to see children involved in worship throughout the year.	0	1	2	3	4	5
6. Children are encouraged to join in with other church activities as well as worship.	0	1	2	3	4	5
7. The adults in our church talk to the children and know their names.	0	1	2	3	4	5
8. When the children enter the church, they are ignored, but someone greets their parents.	0	1	2	3	4	5
9. We want children in our church to keep the church going in the future.	0	1	2	3	4	5
10. There is evidence around the building of the children's involvement in church life.	0	1	2	3	4	5
11. Our church wants our children to see that God loves them and has a purpose for their lives.	0	1	2	3	4	5
12. Our church wants children to become active members of the church today.	0	1	2	3	4	5
13. We want children to be able to look back, later in life, with warm affection at what church meant to them.	0	1	2	3	4	5

Assessing training needs questionnaire

No knowledge: **N**

Some knowledge: **S**

Fully confident: **F**

CORE Session 1: Child development

- ❖ To understand how children develop physically, emotionally, intellectually, socially, morally and spiritually.
- ❖ To appreciate the range of learning styles and approaches that there can be within a group.
- ❖ To reflect on personal experience of life and faith, and the effects of this on ways of working with children.
- ❖ To consider work with children in the light of some theories of human development.

CORE Session 2: Working as a team

- ❖ To evaluate current skills, gifts, strengths and weaknesses and identify possibilities for personal development.
- ❖ To recognise the need to feel valued, equipped and supported in their role.
- ❖ To develop the skills and habit of reflecting on their work with children.

CORE Session 3: Programme planning

- ❖ To understand how learning styles in childhood differ, and are influenced by society and culture.
- ❖ To work creatively with children, using a variety of learning styles.
- ❖ To plan original sessions and deliver published programmes to meet the needs of children.
- ❖ To develop the practice of reflecting on and evaluating sessions.

CORE Session 4: Children and community

- ❖ To reflect on stories from different contexts and distil principles of good practice.
- ❖ To develop strategies for developing new areas of work with children in a variety of contexts.
- ❖ To advocate the active participation of children in mission and ministry.

CORE Session 5: Pastoral awareness

- ❖ To share insights about a variety of pastoral issues.
- ❖ To explore how power is used in working with children.
- ❖ To identify issues involved in providing a safe environment, physically, emotionally and spiritually, for children.

CORE Session 6: The Bible and prayer

- ❖ To explore ways of nurturing the innate spirituality of children.
- ❖ To gain an understanding of the ways in which Bible stories can enrich prayer and faith development.
- ❖ To experience a time of prayer and reflection.
- ❖ To develop an awareness of the different styles of prayer that may be used, both in community worship activities and in personal communication with God.



Child development

	0-2	3-5	5-7	8-11	12-13	13+
Physical	<p>Rapid physical changes and development</p> <p>Goes from non-mobile to fully mobile</p> <p>Explores the world using all the senses</p>	<p>Runs, skips, jumps</p> <p>Holds a pencil or crayon</p> <p>Cuts with scissors but may need help</p> <p>Peak time for childhood illnesses</p>	<p>Dances, hops</p> <p>Very active; often enjoys climbing/running</p> <p>Fine coordination developing</p> <p>Learning to write</p> <p>Can dress themselves, coping with zips and buttons</p>	<p>May be very involved in sport</p> <p>Kicks and throws balls with accuracy</p> <p>Needs space for active games</p> <p>Practice continues to improve fine coordination</p> <p>Puberty for some girls</p>	<p>Rapid growth</p> <p>May be a large physical difference between girls and boys</p> <p>Puberty</p> <p>May become clumsy</p>	<p>Puberty</p> <p>Boys catch up with girls in growth and development</p> <p>Often unaware of their own strength</p> <p>Capable of activities requiring very fine motor control</p>
Social	<p>Relationships mainly with parents</p> <p>Self-centred</p> <p>Plays next to rather than with others</p>	<p>Begins to develop relationships with other children</p> <p>Cooperates in play</p> <p>Knows own full name</p> <p>Likes consistency in those who are providing care</p> <p>Boundaries very important</p>	<p>Eager to be accepted by peers</p> <p>Beginning to identify themselves as a member of a group</p> <p>May laugh along with a group even if they don't understand what the cause of the laughter is</p>	<p>Close friendships with children of the same sex</p> <p>Identifies with leaders, pop stars and sports stars</p> <p>Learns to lose games gracefully</p> <p>Likes jokes</p> <p>Can be very competitive</p>	<p>Growing ability to put themselves in other's shoes</p> <p>Wider range of friendships</p> <p>Increasing independence from parents</p> <p>Strong loyalty to team and friends</p> <p>Changes in friendship groups</p> <p>First boyfriend or girlfriend</p>	<p>Often conflict with parents</p> <p>Friendships appear to take priority over family relationships</p> <p>Relationships with peers usually very strong</p> <p>May choose a particular style—for example, Goth, skater</p>

Child development

	0-2	3-5	5-7	8-11	12-13	13+
Mental and intellectual	<p>Explores the world around them</p> <p>Learning to talk and communicate</p> <p>Short attention span</p> <p>Loves bright colours, faces and movement</p>	<p>Communication skills increase</p> <p>Thinks literally</p> <p>Asks who, what, why—sometimes with no end</p> <p>Accepts what adults tell them</p> <p>Attention span still short</p>	<p>Concrete thinking</p> <p>Follows simple instructions</p> <p>Length of concentration increases so can complete more complex tasks</p> <p>Learning to read</p>	<p>Beginning to understand abstract concepts</p> <p>Follows more complex instructions and adapts them to suit the situation</p> <p>Concentration span much increased</p> <p>Can be absorbed by an activity</p>	<p>Complex questioning develops</p> <p>Analyses situations and adapts behaviour to it</p> <p>Increased understanding of abstract concepts</p> <p>May begin to question what they are told by adults</p>	<p>Increasing pressure to perform well at school</p> <p>Exploration of subjects may be very intense</p> <p>Can usually detect when adults are not sure of what they are saying</p> <p>Questioning of examination of everything</p>
Faith	<p>Begins to trust</p> <p>Realises self is separate from their parents</p> <p>Senses love of parents and Christian community</p>	<p>Instinctive belief in God</p> <p>Imitates adult behaviour in church</p> <p>Expresses wonder, joy, thanksgiving and praise</p> <p>Begins to use faith language</p>	<p>Asks questions about faith and God</p> <p>Increasing interest in Bible characters and can identify with them</p>	<p>Identifies with 'my' church</p> <p>Explores faith</p> <p>Learning about big issues at school—cloning, genetics, evolution</p>	<p>Challenges Bible stories as the 'truth'</p> <p>Developing own ideas about interpretation of the Bible</p>	<p>Expands experiences of 'faith'</p> <p>May have a time of doubt and serious questioning about God's existence</p> <p>Explores faith issues</p>
Relationship with authority	<p>Likes consistency</p>	<p>Likes consistency</p>	<p>Open to changes but likes to know what is happening</p>	<p>Begins to push accepted boundaries but will usually conform</p>	<p>Pushes boundaries and expects them to be expanding as they get older</p>	<p>Negotiates boundaries with parents and other adults</p>



Images of faith



Personal reflection sheet

What did you learn from this session?

How will this affect the way you work with children?

What further items in this area would you like to follow up?



Portfolio checklist

Learning outcomes

- ❖ To understand how children develop physically, emotionally, intellectually, socially, morally and spiritually.
- ❖ To appreciate the range of learning styles and approaches that there can be within a group.
- ❖ To reflect on personal experience of life and faith, and the effects of this on ways of working with children.
- ❖ To consider work with children in the light of some theories of human development.

To show that the learning outcomes have been achieved, your portfolio must include at least the following. *(Tick when you have included each one in the file.)*

- Personal reflection sheet
- Any notes taken during CORE Session I, with any additional ideas
- 'Images of faith' sheet and your reflections on it
- Any other responses/reflections you wish to include

The participant's involvement in a group for CORE Session I, 'Child development', is confirmed. The learning outcomes have been achieved through the evidence provided.

Signed (assessor) _____ Date _____

Any comments from assessor

Signed (candidate) _____ Date _____

What's in a team? Exercise C

Photocopy and cut out these phrases if you wish to arrange them in priority order on the floor.

- ❖ Develop shared aims
- ❖ Ensure everyone has a clear role
- ❖ Have an overall leader
- ❖ Have someone to represent the team at church meetings
- ❖ Make everyone feel valued
- ❖ Arrange social events
- ❖ Celebrate successes
- ❖ Give each other feedback
- ❖ Appreciate each other
- ❖ Arrange regular planning meetings
- ❖ Work in pairs
- ❖ Pray together
- ❖ Attend training regularly
- ❖ Develop skills
- ❖ Bring new workers to join the team
- ❖ Have a Christmas party
- ❖ Set a realistic budget
- ❖ Get support from the whole church
- ❖ [Add your own suggestions]



Who's in a team? Belbin's team roles

- ❖ **Plant:** very creative, the ideas person. The person who often has a game or activity to suggest for each week's theme.
- ❖ **Resource Investigator:** extravert, good at making outside contacts and developing ideas. A leader able to bring new people into the children's groups, involve helpers and suggest someone or something to add to what is planned.
- ❖ **Monitor Evaluator:** shrewd and prudent, analytical. A children's worker who takes a broader look at what the children's group is achieving, making suggestions for the medium term, having ideas for longer-term development.
- ❖ **Shaper:** dynamic and challenging. The children's worker with new ideas and different ways of doing things, seeing chances to change the church's patterns.
- ❖ **Coordinator:** respected, mature and good at ensuring that talents are used effectively. A good leader of the children's ministry, drawing people in and playing to their strengths.
- ❖ **Implementer:** practical, loyal and task-orientated. The group leader who can always be relied on to be there and be dependable in seeing to the practical necessities for the children and the leaders.
- ❖ **Completer Finisher:** meticulous and with attention to detail, also full of nervous energy. The children's worker who makes sure everything has been thought of and is well organised.
- ❖ **Team Worker:** caring and very people-orientated. The person on the children's team who looks out for everyone on the team, checking that they are happy and supported.
- ❖ **Specialist:** high technical skill, and professional as opposed to organisational prime loyalties. Could be the artistic one or the person who can get children involved with the computer or the music—they love that special interest.

Personal reflection sheet

What did you learn from this session?

How will this affect the way you work with children?

What further items in this area would you like to follow up?



Portfolio checklist

Learning outcomes

- ❖ To evaluate current skills, gifts, strengths and weaknesses, and identify possibilities for personal development.
- ❖ To recognise the need to feel valued, equipped and supported in their role.
- ❖ To develop the skills and habit of reflecting on their work with children.

To show that the learning outcomes have been achieved, your portfolio must include at least the following. *(Tick when you have included each one in the file.)*

- Personal reflection sheet
- Notes taken during Session 2, with any additional ideas
- Your comments and ideas about being part of a team
- Your reflection exercise on a session with children
- Your support web and any affirming items from worship
- Any other responses/reflections you wish to include

The participant's involvement in a group for CORE Session 2, 'Working as a team', is confirmed. The learning outcomes have been achieved through the evidence provided.

Signed (assessor) _____ Date _____

Any comments from assessor

Signed (candidate) _____ Date _____

Selecting published material

Rate the following statements from 1 to 5, with 1 being 'very important' and 5 'not important at all'.

1. The resource offers a stand-alone selection of material for each week throughout the year.	1	2	3	4	5
2. It highlights all the festivals of the Christian year.	1	2	3	4	5
3. It gives plenty of choices for a wide range of ages of children in one resource.	1	2	3	4	5
4. It uses inclusive language.	1	2	3	4	5
5. It has plenty of ideas of things to make and do.	1	2	3	4	5
6. Material written for use with children links with companion material for a whole congregation.	1	2	3	4	5
7. Suggestions are given for worship when all ages are together.	1	2	3	4	5
8. It is inexpensive.	1	2	3	4	5
9. It is brightly coloured.	1	2	3	4	5
10. It can be picked up and used easily.	1	2	3	4	5
11. Someone trustworthy recommended it.	1	2	3	4	5
12. The local church has always used it.	1	2	3	4	5
13. It is photocopiable.	1	2	3	4	5
14. It is firmly biblically based.	1	2	3	4	5
15. It has a spiritual element.	1	2	3	4	5
16. It follows the Revised Common Lectionary.	1	2	3	4	5
17. It contains plenty of web links and resources on the website.	1	2	3	4	5
18. Everything comes in the pack.	1	2	3	4	5
19. Activity papers are included.	1	2	3	4	5

Personal reflection sheet

What did you learn from this session?

How will this affect the way you work with children?

What further items in this area would you like to follow up?



Portfolio checklist

Learning outcomes

- ❖ To understand how learning styles in childhood differ, and are influenced by society and culture.
- ❖ To work creatively with children, using a variety of learning styles.
- ❖ To plan original sessions and deliver published programmes to meet the needs of children.
- ❖ To develop the practice of reflecting on and evaluating sessions.

To show that the learning outcomes have been achieved, your portfolio must include at least the following. *(Tick when you have included each one in the file.)*

- Personal reflection sheet
- Notes taken during Session 3, with any additional ideas
- A description of your learning style
- The session you planned with the group
- An outline of a session you have used and your evaluation of it, using the method you devised
- Any other responses/reflections you wish to include

The participant's involvement in a group for CORE Session 3, 'Programme planning', is confirmed. The learning outcomes have been achieved through the evidence provided.

Signed (assessor) _____ Date _____

Any comments from assessor

Signed (candidate) _____ Date _____

Church and children in different contexts

Travelling church

An urban church has converted a bus, which travels around local estates, offering monthly after-school activities and worship for children aged 7–11. The church is meeting people where they are, and children and their families are hearing about God in a relevant way. The church anticipates that, in time, sustainable Christian communities will develop in these areas.

Summer club

About 50 children of primary school age live on an estate near the church in a suburban village. The church runs a summer club, with 15 children aged 8–13 attending. Initially, every family on the estate was visited and leaflets were delivered. The club meets twice weekly throughout the summer holidays in a variety of venues, and involves a wide range of activities (fishing, farm visits, games and so on). There is no formal Christian teaching except when discussions arise spontaneously.

The local school

A small group from a church decided to pray for their local primary school. Church members built positive relationships with the school by offering to hear children read, volunteering to help at events, being governors and being on the parent–teacher association. They have been invited to lead a weekly assembly, sharing Bible stories with the children. Their prayer is that this will develop into opportunities to contribute to RE lessons, lead an after-school Christian club and invite the school to use their church for a curriculum visit around Christmas and Easter.

Messy Church

Aware that they were not reaching many new families with children at their monthly family service, a church on a housing estate on the edge of a big city decided to re-imagine church for all ages. They chose to hold their Messy Church on a Thursday after school. It begins

with a welcome and relaxed hospitality before an hour of exploring a Bible theme with a variety of crafts and activities. Then everyone gathers for a short celebration, including a Bible story, a song and simple interactive prayers. Finally there is a hot meal for everyone. Messy Church welcomes many who have never come to church before.

Festival activities

A church provided a Saturday club in the run-up to Christmas, telling the Christmas story and making decorations and presents. It culminated in a candlelit service for the children and their parents and the whole church family on Christmas Eve. This venture was so successful that it will be extended to a club during Lent.

Church football team

A church was losing all the boys from its children's group to football, cricket and so on. It changed the timing of the group and recruited a football team, which included former members of the group, to take part in a local league.

Dads and toddlers

A suburban church noticed that many dads were looking after their very young children on a Saturday morning. The church offered its hall as a hospitable place for them to meet, providing bacon sandwiches, newspapers, friendship and toys for the children. A number of the dads have found it possible in this context to chat about life and faith. Some have explored Christianity on a short course. For the dads and their children, this has become their weekly church.

Ecumenical midweek club

Churches in several villages in the Scottish Borders had no children's work, although there were many children living in the community. They pooled their resources to provide an ecumenical midweek after-school club. On a quarterly basis, this links into the family service, which is hosted by each church in turn.

Personal reflection sheet

What did you learn from this session?

How will this affect the way you work with children?

What further items in this area would you like to follow up?



Portfolio checklist

Learning outcomes

- ❖ To reflect on stories from different contexts and distil principles of good practice.
- ❖ To develop strategies for developing new areas of work with children in a variety of contexts.
- ❖ To explore an understanding of what it means to be church.
- ❖ To advocate the active participation of children in mission and ministry.

To show that the learning outcomes have been achieved, your portfolio must include at least the following. *(Tick when you have included each one in the file.)*

- Personal reflection sheet
- Any notes you have taken during Session 4
- Your ideas in response to 'Aims for reaching new children' (page 52)
- Lists of the needs of your area
- SWOT analysis of your church
- Any other answers/reflections you wish to include

The participant's involvement in a group for CORE Session 4, 'Children and community', is confirmed. The learning outcomes have been achieved through the evidence provided.

Signed (assessor) _____ Date _____

Any comments from assessor

Signed (candidate) _____ Date _____

Misuse of power in worship

The following is a list of suggested examples of bad practice concerning worship with children. Do you agree with those chosen? Talk together about times when you have witnessed these things happening in church. What else might you like to add to this list? How might you go about challenging church practice in this area?

- ❖ They are 'picked on' to answer a question.
- ❖ They are made to feel foolish because of their lack of knowledge.
- ❖ They are used as token participants ('hold this'; 'be the butt of a joke'; 'accessorise me').
- ❖ They are used to read something that someone else has written or decided is suitable.
- ❖ They are only invited to respond to closed questions with 'right' answers.
- ❖ Their opinions and ideas are not sought.
- ❖ They are allocated sound effect noises and gimmick involvement.
- ❖ They are patronised.
- ❖ Their trust is manipulated for the entertainment of others.
- ❖ They are clapped after a contribution, but no one else is applauded.
- ❖ They are instructed in performing an item without consultation or explanation.
- ❖ They are viewed as recipients of entertainment designed to keep them 'being good' and 'sitting still'.
- ❖ They are told the 'right' interpretation of scripture as perceived by the adults.
- ❖ Their vulnerability is exploited for the benefit of adults.
- ❖ Their concerns are ignored in the intercessions and other parts of the worship.



The basics for a positive session with children

By our own behaviour we offer our best and live up to our calling. Children need:

- ❖ **to know they are welcome:** They are greeted genuinely by name and they are encouraged to greet all others in the learning community.
- ❖ **to see that their place is ready:** The meeting place is comfortable and attractively prepared and there are things to do from the moment they arrive.
- ❖ **to be safe:** There are no hazards in the room and any 'community rules' are known and understood by all.
- ❖ **to have your attention:** Everything is prepared, the running order is planned, and the children are the focus for the time you have together.
- ❖ **to experience your skills:** You have practised your method and the whole team is fully briefed.
- ❖ **to have quality resources:** The church budget covers children's ministry and enables you to offer the best in all aspects of your programme.
- ❖ **to have your prayers:** Leaders spend time praying regularly about children and know their situations.
- ❖ **to have your interest:** You remember previous conversations; you listen; you observe.
- ❖ **to be encouraged:** Time is given for thought when questions are posed, and answers are appropriately affirmed.
- ❖ **to know the boundaries:** It is clear what is expected of them, because a consistent approach is offered.
- ❖ **to be engaged:** Activities are designed with their abilities in mind, and a variety of approaches are used to ensure that all can participate.
- ❖ **to know, by your attitude, God's love:** You see them as precious, and understand that it is your privilege to be with them.

Personal reflection sheet

What did you learn from this session?

How will this affect the way you work with children?

What further items in this area would you like to follow up?



Portfolio checklist

Learning outcomes

- ❖ To share insights about a variety of pastoral issues.
- ❖ To explore how power is used in working with children.
- ❖ To identify issues involved in providing a safe environment for children, physically, emotionally and spiritually.

To show that the learning outcomes have been achieved, your portfolio must include at least the following. *(Tick when you have included each one in the file.)*

- Personal reflection sheet
- Notes you have taken during CORE Session 5, with any additional ideas
- A copy of your policy statement for child protection
- A reflection about the building where you work with children
- Any other responses or reflections you wish to include

The participant's involvement in a group for CORE Session 5, 'Pastoral awareness', is confirmed. The learning outcomes have been achieved through the evidence provided.

Signed (assessor) _____ Date _____

Any comments from assessor

Signed (candidate) _____ Date _____

Children and spirituality

<p>The soul is healed by being with children. English proverb</p>	<p>Don't limit a child to your own learning, for he was born in another time. Rabbinical saying</p>
<p>Right from the beginning [the child] is already in possession of that value and those depths which are implied in the name of a person. It is not simply that he gradually grows into a person. He is a person... The child is the person who, right from the first, is the partner of God. Karl Rahner, <i>Ideas for a Theology of Childhood</i></p>	<p>Children are not colouring books. You don't get to fill them in with your favourite colours. Khaled Hosseini, <i>The Kite Runner</i></p>
<p>Children should be helped to develop the spiritual qualities of wonder and inner peace—and the sense of something greater than themselves... No child is complete without some passionate spiritual engagement of this kind. Richard Layard & Judy Dunn, <i>A Good Childhood</i></p>	<p>Children... have spiritual abilities that defy conventional chronological categories of faith development. Religious faith does not develop in quite the same way as other parts of our bodies and minds from small to large or from immature to mature. Growing up, in fact, does not guarantee spiritual development. Bonnie J. Miller-McLemore, <i>Let the Children Come</i></p>
<p><i>Our birth is but a sleep and a forgetting: The soul that rises with us, our life's star, Hath had elsewhere its setting, And cometh from afar. Not in entire forgetfulness... But trailing clouds of glory, do we come From God, who is our home: Heaven lies about us in our infancy.</i> William Wordsworth, from 'Intimations of Immortality'</p>	<p><i>Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you... For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams. You may strive to be like them, but seek not to make them like you.</i> Kahlil Gibran, 'On children'</p>
<p>Children may be the model for adult spiritual development, rather than the reverse... A task for adult spiritual development may be to recapture the child's more inclusive and all-pervading sense of relation to the spiritual, which means for them it is normally 'everyday' rather than dramatic. Rebecca Nye, <i>Children's Spirituality</i></p>	<p>Many see playing as a superficial or trivial act, but I see it as a life-giving act. It makes us young when we are old and matures us when we are young. Jerome Berryman, <i>Godly Play</i></p>
<p>With praises from children and from tiny infants, you have built a fortress. It makes your enemies silent, and all who turn against you are left speechless. Psalm 8:2</p>	<p>'See that you do not despise one of these little ones. For I tell you that their angels in heaven always see the face of my Father in heaven.' Matthew 18:10 (NIV)</p>

Using the Bible

Praise

Read a psalm marked as a psalm of praise in the Bible (for example, Psalm 8, Psalm 27 or Psalm 100) and think about all the things the writer is thanking God for. Are they things that make you want to praise God? What would you like to thank God for?

As a group, think about all the things in your lives that remind you of God's love. Thread a bead on to the wool for each of these things. Perhaps you could choose a bead that reminds you in some way of the thing you are saying 'thank you' for. While you thread the beads, thank God for all these blessings.

Letters

Choose one of the following Bible references and find the verses in a Bible: James 1:2–4; Romans 15:7; Colossians 1:9–14; Colossians 2:6–7. They are all taken from the letters written to new churches soon after Jesus' life on earth. The writer (either Paul or James) is helping the new churches to live out their faith and to be good witnesses to the difference that Jesus has made to their lives. He is encouraging to the new Christians but he is honest as well, and sometimes sounds quite severe.

Imagine he has written these words to you and your church. Read the passage and discuss in your group how it might relate to you. What is God saying to you through this letter? Write a quick reply on a sticky note, from the group to Paul or James.

Questions

Think of some of the parts of the Bible that people find difficult (for example, suffering as described in Job, judgments such as the ten plagues in Exodus, or genocide as in Joshua). They may be difficult because they are hard to understand or because they say things that we don't really want to hear. Sometimes passages in the Bible seem to ask us questions more than they give us answers. Think of something that puzzles you about what the Bible says, and concentrate on this issue. We may not know the answer or explanation for a very long time.

Light a tealight from a larger candle for each difficult question you have been thinking about.

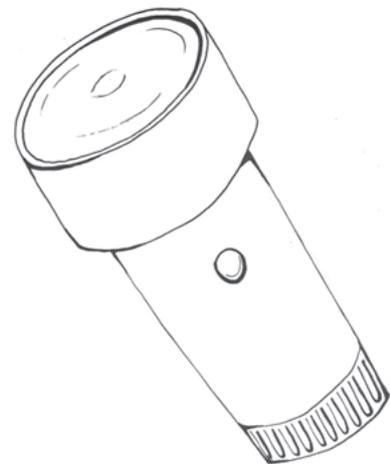
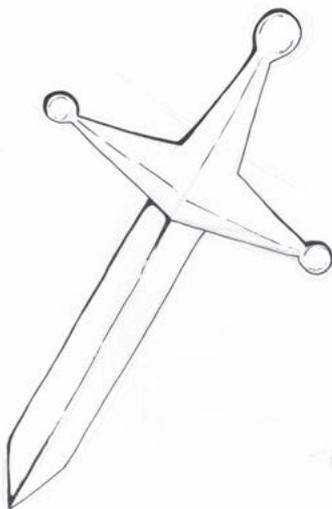
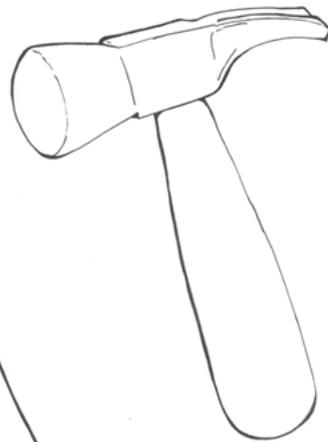
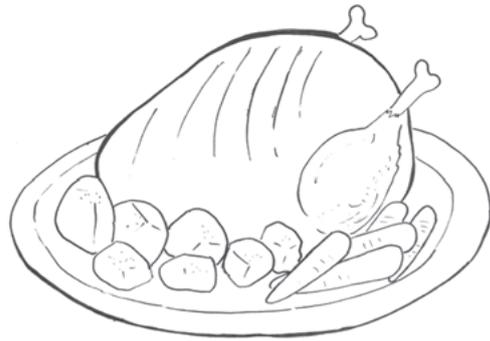
A story about Jesus

Choose one of the following stories about Jesus: the storm at sea (Luke 8:22–25); the feeding of the 5000 (John 6:1–15); Jesus and the woman who anoints his feet with perfume (Mark 14:3–9). Imagine yourself there in the scene while it is happening. In your imagination, let the story unfold as if you were watching a movie. Now, as a group, share your responses to this exercise. What can you see, hear, smell or touch? Who else is there? What emotions are you experiencing?

Together, create a piece of word art that captures how everybody felt about the story.



Bible images



Personal reflection sheet

What did you learn from this session?

How will this affect the way you work with children?

What further items in this area would you like to follow up?



Portfolio checklist

Learning outcomes

- ❖ To explore ways of nurturing the innate spirituality of children.
- ❖ To gain an understanding of the ways in which Bible stories can enrich prayer and faith development.
- ❖ To experience a time of prayer and reflection.
- ❖ To develop an awareness of the different styles of prayer that may be used, both in community worship activities and in personal communication with God.
- ❖ To introduce different ways of working with Bible stories creatively.

To show that the learning outcomes have been achieved, your portfolio must include at least the following. *(Tick when you have included each one in the file.)*

- Personal reflection sheet
- Notes from the starter activity
- Your views on using Bible stories with children
- A record of how you might tell Bible stories to children in a variety of ways
- Examples of how you have prayed with children in two different ways
- A brief account of a personal experience of spiritual reflection
- Any other responses or reflections you wish to include
- The participant's involvement in a group for CORE Session 6, 'The Bible and prayer', is confirmed. The learning outcomes have been achieved through the evidence provided.

Signed (assessor) _____ Date _____

Any comments from assessor

Signed (candidate) _____ Date _____