

LOGOS USER GUIDE

Bible Study

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INTRODUCTION

GENON MINISTRIES: WHO WE ARE

Our Mission

Mission Statement: GenOn Ministries equips faith communities and families to develop Christian disciples of all ages through intergenerational ministry.

Our Vision

Vision Statement: Children, youth, adults and families are nurtured toward lifelong faith and Christian discipleship, and communities of faith are energized and strengthened for renewed growth.

OUR CORE VALUES

AFFIRMING We affirm that an abundant life-giving relationship with God through Jesus Christ is more important than anything else in life.

LIVING We seek to live with God as the center and focus of everything we do, following the Bible as our guide and standard.

NURTURING We develop and deepen Christian relationships which nurture people into lifelong faith and discipleship.

PARTNERING We recognize that partnering with the Body of Christ, the church, is essential for excellence in Christian nurture, and that God has called the church of Jesus Christ into being as the primary means of ministry in the world - including ministry with youth and children.

PRACTICING Through our ministry and training, we advocate the study and practice of four vital elements of ministry which originate from Acts 2:42 – teaching, fellowship, breaking bread, and worship, and that this model of ministry, LOGOS, is of God, called in a significant way to reach out and minister to young people in and through churches of many denominations.

SERVING We strive to be accountable as stewards of the gifts God has entrusted to us: time, talent, and treasure, including gifts for ministry given by God to individuals and congregations, and that dollars given to GenOn Ministries will go further, over a longer period of time, make more difference in the lives of more young people, and generate more lifelong commitments to Jesus Christ, his church and its mission.

EQUIPPING We equip adults to do ministry by providing training, resource materials and on-going relational support because it is responsible stewardship to equip thousands of churches, with their tens of thousands of members and leaders, to nurture youth and children into faithful relationship with Jesus Christ by utilizing personnel and materials already in place within congregations.

THE BEGINNING

GenOn Ministries was originally known as the Youth Club Program and was initiated in 1957. Dr. Dale K. Milligan convened and challenged a group of clergy who were conducting their own weekday Youth Club Programs to pool their efforts and help one another provide Bible Study materials designed especially for their Programs.

This group of clergy, augmented by the inclusion of Lamar Otis, a devoted Christian businessman and member of the Beulah Presbyterian Church as financial advisor and treasurer, became the charter members of what is now GenOn Ministries. They were: the Rev. Frank Bates, Dr. G. Mason Cochran, the Rev. Lloyd Dalbey, the Rev. Harry Orr Leitman, the Rev. Bruce Milligan, the Rev. Dr. Dale K. Milligan, Mr. Lamar J. Otis and the Rev. Aaron Powers.

Like pebbles dropped in a pool of water, each Youth Club Program sent out ripples of influence reaching out to more and more clergy and churches. These programs in the churches served by these leaders became so successful that increasing numbers of other clergy and congregations asked for help to start similar programs. Training seminars were begun at the Beulah Presbyterian Church in Pittsburgh, PA, and were subsequently replicated around the country under the leadership of Dr. Milligan, assisted by members of the Beulah Presbyterian Church, and Southminster Presbyterian Church in Mt. Lebanon, PA.

In 1963, Youth Club Program incorporated in Pittsburgh, PA. In the mid-80's, the name "LOGOS" was chosen to reflect the biblical basis and focus of the System and Program and the name was changed to LOGOS System Associates. In 2005, LOGOS System Associates changed its name to The LOGOS Ministry, reflecting the church wide system of ministry that transforms individual lives and entire congregations.

The LOGOS Ministry became GenOn Ministries in 2012, continuing a firm belief that an abundant life-giving relationship with God through Jesus Christ is more important than anything else in life, and that nurturing people, especially youth and children, into this relationship of faith with God through Jesus Christ is the most important thing the church ever does. GenOn Ministries' *mission* – and we believe calling as well -- *is to equip faith communities and families to develop lifelong Christian disciples of all ages through intergenerational ministry.*

GenOn Ministries continues to equip churches to build and nurture abundant life-giving relationships of faith with God through the disciplined approach called LOGOS. LOGOS is GenOn's signature offering for a weekly intergenerational experience for children and/or youth that creates an intentional arena where children, youth and adults, together, can learn about, experience and practice the art of Christian relationships. In these cross-generational gatherings, young people and adults eat together, play together, study together, and pray together.

When effectively practiced, our intergenerational ministry has shown to be highly effective in:

- passing on the faith to younger generations,
- in nurturing children and youth on their faith journey, and
- energizing the whole church through the building of relationships

In addition to building relationships in LOGOS, GenOn Ministries continues to design and promote lifelong disciple-building experiences through annual GenOn Youth Summits (youth conferences).

By partnering with more and more churches, GenOn Ministries expects to see children, youth, and adults nurtured toward lifelong Christian faith and discipleship, and communities of faith energized and strengthened for renewed growth.

GenOn Ministries invites faith communities of all sizes to explore how adopting these practices can help them be more effective in fulfilling the mission of the church in their community.

As a 501(c)3 not-for-profit organization, GenOn Ministries is incorporated in the state of Pennsylvania as a charitable organization for whom contributions are fully tax deductible.

WHAT WE BELIEVE

Our keystone ministry, LOGOS, is a 4-part experience with children and youth where everyone participates in Bible study, Recreation, Family Time and Worship Skills. LOGOS is built on three **KEY PRACTICES**:



Theology of Relationships A strong scripturally-based understanding of who God is in our lives, the nature of our personal relationship with God, and the resulting impact on our relationships with others because of God's presence in our lives.



Process of Call A scripturally-directed approach for aligning personal gifts and efforts with the needs of a ministry or mission that results from God's purpose and plan.



Balanced Ministry A requirement that ministry addresses and engages the mind, soul and body in a disciple-making process that teaches and provides an opportunity to practice the faith.

LOGOS creates an arena where people of all ages are transformed, regardless of a church's size, culture, ethnic mix or lack of it, economic context, or demographic definition. Through training, resources and support, LOGOS helps churches strengthen their ministry effectiveness with youth and children and bring young people into a relationship with God through Jesus Christ.

BIBLE STUDY

TO LEARN MORE, find these resources in the GenOn online store:

Quick Reference: Bible Study

Workshop: Teacher's Toolbox

Leader Training Module: How to Do Bible Studies

Recommended Resources for Bible Study

The GOAL of Bible Study is to study the Bible as the model for Christ-centered living.

THEOLOGY IN ACTION

GenOn Ministries believes a thorough grounding in the Bible is essential for modeling Christ-centered living. This historic faith, as presented in the Holy Scriptures, needs to be learned by young people so that they may be nurtured and challenged toward spiritual maturity.

The study of scripture is the key to understanding:

- who we are as children of God
- what it means to treat each other as children of God
- the process of relationships
- what it means to be a disciple of Jesus Christ
- that God loves each one of us no matter what

The Goal of Bible study is to study the Bible as the model for Christ-centered living.

- We nurture a love for the scriptures, by uncovering scripture, not covering the lesson.
- We nurture a desire to continue to study and grow in the faith,
- We nurture the young person into habits of daily prayer and meditation.



KEY PRACTICES are experienced as the Word is shared in Bible study through **Nurture Realities** that relate directly to Bible study.

KEY PRACTICE: Christian Relationships

REALITY: ABUNDANT LIFE-GIVING RELATIONSHIP

An abundant life-giving relationship with God through Jesus Christ is more important than anything else in life.

CONVICTION: NURTURE – MOST IMPORTANT Nurturing people, especially youth and children, into this relationship of faith with God through Jesus Christ is the most important thing the church ever does.

REALITY: CAUGHT The Christian faith is more caught than taught. Christian experience precedes Christian thought and theology.

CONVICTION: RELATIONAL CONTEXT Spiritual nurture always requires a relational context to be effective.

Christian experience precedes Christian thought and theology. An experience of Christ means being lovingly cared for by God and by the community of God's people. Without a personal Christian experience there is not authentic Christian community.

Teachers of the Bible study in LOGOS look to Jesus as the model teacher. Jesus came to show us God's love for us and to teach us how God cares for us, and how we are to love and care for one another. Jesus becomes our friend. Great teachers are great friends. When youth and children believe we are their friend and we love them, learning has a great chance to happen. Love is expressed:

1. When discipline is consistently applied.
2. When teaching is considerate of different levels of learning.
3. When lesson plans allow for various styles of learning.
4. When each young person's personal needs, concerns and level of maturity are known and respected.
5. When each young person learns to interact with, and appreciate those who are different from themselves.

Bible study is a time for more than facts. It is a time for building relationships between God and God's people and among God's people.

REALITY: CLERGY Clergy involvement in the lives of youth and children is crucial to their relationship to the church. Clergy provides, as no other person of the church family can, the continuity between nurture and worship.

CONVICTION: CLERGY/TEACHER Complete and effective Christian nurture must include the clergy's highly visible Christian relationships with youth and children. Therefore, the clergy must lead in the nurturing ministry of the church.

Clergy and professional church staff participate in teacher and/or find ways to support the teaching staff.

REALITY: PARENTING The positive experience of quality parenting relationships is of utmost importance to the nurture of young people. When there is understanding, participation, and support of the goals of Christian nurture by parents and other adults, there is assurance of lasting, effective Christian nurturing into Christian discipleship.

CONVICTION: PARENTAL INVOLVEMENT Parental or supportive adult involvement, in the church and home, must be present for effective Christian nurture.

Parents serve as assistants to the teacher/leader in the classroom.

In Summary

Our goal is to model Christ-centered living. We believe that the best way to do this is to learn the Bible in the context of loving relationships that mark authentic Christian community.

In Bible study, young people learn what the Bible says to them about who God is and who they are as children of God. They are taught to put that into practice as they live together in the four parts of LOGOS.

In Bible study, we are concerned about feeding the mind, but we are also concerned about experiencing and building Christian relationships which authenticates the Bible lessons in the young person's life experience. Bible study is a "two rail" experience: "mind feeding and "practice arena."



Key Practice: Process of Call

LEADERSHIP IN BIBLE STUDY

Teachers are called to teach for the whole year. Such a commitment enables the building of relationships between the teacher and the students which are lasting and deep. Those who continue teaching the same grade level for more than a year become masters of a particular course. Persons who respond to the call to teach are assured of personal support and assistance whenever needed or desired from the Bible Study Coordinator on LOGOS Ministry Leadership Team.

Coordinator

This person uses the Call process to staff the Bible study classes with an adequate number of teachers and assistants for each class, and provides all the teachers and assistants with curriculum and teaching materials. Training for teachers and assistants is organized and led by the Coordinator, along with the LOGOS Director and others who have gifts for training.

On a regular basis, the Bible Study Coordinator coordinates meetings for Bible study teachers and assistants to discuss, share and train, provides a list of substitutes for teachers to call when needed, substitutes in Bible study classes, when necessary, and prays for teachers and assistants by name.

Teachers

In order to provide the best opportunity for learning about a Christ-centered life, Bible Study teachers carefully prepare weekly for the class by doing personal Bible study, gathering materials, duplicating needed resources, and preparing teaching materials ahead of time, as suggested in the curriculum.

Bible Study teachers and assistants work diligently to establish a personal relationship with each student, pray regularly for each student by name, contact students when they are absent, and participate in regular Faculty/Staff Meetings.

Bible Study teachers utilize a variety of teaching methods, materials and resources and are sensitive to individual student needs and learning styles. They help students learn from one another. And, they meet with the Bible Study Coordinator and Director to determine ways to meet the special needs of students when they arise.

It is important for Bible Study teachers and assistants to keep weekly attendance records, and to encourage students and parents to complete home study assignments.

Teaching Assistants

Bible Study assistants assist the teacher as requested, are usually responsible for overseeing discipline, participate in regular Faculty/Staff Meetings, and pray for each student by name.

Excellence in Teaching

Bible Study teachers, like all leaders LOGOS, continually strive for excellence. The following standards are indicators of excellence in teaching:

1. Teachers are CALLED, rather than recruited, to teach according to their gifts. Teachers respond to a call by God and a call from the church to teach.
2. Great people, not great curricula, are the foundation to great learning experiences. The LOGOS Leadership Team may provide the best possible study program and curriculum using the best methods, but by itself, this will not produce great nurturing. Nurturing must come from the teacher.
3. LOGOS Bible Study teachers love God, love youth and children, and have teaching skills (in that order).
4. Teachers make a commitment to teaching on a regular basis for the whole LOGOS year, making teaching a high priority and protecting the time required to do careful planning. Teachers spend time in preparation. The teacher tailors every lesson for a specific setting: these students, this time, this space, and these resources.
5. Teachers intentionally develop Christian relationships with students. Teachers recognize that friendship is the foundation and context for effective teaching and learning. They are willing to make a commitment to the young people to develop Christian relationships by: risking, trusting and being vulnerable. They share their faith stories as well as doubts with students.
6. Teachers are life-long learners. Teachers know that to be effective they must always be open to new ideas and understandings. They know that as disciples of Jesus Christ it is important that they grow in their Christian faith. They engage in study of the Bible at times other than when preparing for teaching.
7. Teachers are partners in ministry. Teachers work with parents as partners in the Christian nurture of youth and children. They see themselves as members of a team of teachers in the church who, along with clergy and parents, are responsible for the nurture and education of all the young people of the congregation. They understand that the church school, youth fellowship groups

and LOGOS share responsibility for the nurturing ministry of the church and should support one another.

8. Teachers are committed to a plan for ordered, cumulative learning and stick with it. Teachers know that for a young person to develop Biblical literacy a plan must be in place to learn Bible stories and Christian concepts in an ordered, structured way. They understand that changing curriculum every few years can interrupt the process of ordered learning. Teachers recognize that no matter how many times a course is taught the material is always new to the students. The teacher supports the goals set by the church for young people to know particular Biblical material by the end of each school year.
9. The clergy's personal relationship with youth and children will be a major factor in determining the long-term effectiveness of the church's nurturing ministry. Clergy, like all other teaching positions in LOGOS, use the call process to determine where they will serve. If their gifts are in teaching, Bible study is a place where the clergy can establish personal relationships with young people. This personal relationship is a bridge by which young people can and will become engaged in the habits of regular worship and in the overall life of the congregation.

Support and Training

Resources for Teacher/Leader Training:

TEACHERS' TOOLBOX workshop led by LOGOS training leaders is available by calling GenOn Ministries.

HOW TO DO BIBLE STUDY Leader Training Module led by church leaders can be found in Free Resources at www.genonministries.org.

Opportunities for teacher support and training need to be part of the agenda of every church. In today's world, most people are very heavily scheduled. Adding another meeting to that schedule seems impossible. However, when people are nourished at a meeting through friendships and through content they tend to make time for future meetings. There are a number of ways that support and training can happen.

Faculty meetings nurture the staff. Theological and inspirational presentations by clergy and other experts, coordination with teachers and leaders of the same age group of youth or children in church school, and resource presentations by professional educators are just three of the resource possibilities offered by faculty meetings. These types of meetings can be presented in several formats:

1. Combine the meeting with a light lunch after church. Have an overnight retreat for teachers.
2. Join with another church for an afternoon or evening together.

3. Have a workshop that focuses on one particular concern or skill. Bring in someone to lead it who has a reputation the teachers will recognize.
4. Do a teacher briefing once every six weeks or so for a small group of teachers.
5. Meet in a home, have refreshments, focus on the next six weeks of lessons by doing an adult Bible study and then brainstorming activities that could be used with young people to teach it.
6. Encourage every teacher to be part of an adult Bible study class in your church, or offer a special adult Bible study class for teachers.
7. Have a workshop for your area in cooperation with other LOGOS churches.

Another way to support and train teachers is to pair up experienced teachers with new teachers. Recognize that teachers go through a series of stages in development. Teachers begin at the survival stage where every direction in the curriculum is followed to the letter and the teacher lives in fear that a student will ask a question he or she cannot answer. It is a time when all the teacher wants to do is get through the lesson! Next is the stage where the teacher begins to have some confidence. This teacher is more relaxed with the class and can teach the lesson and at the same time begin to be aware of the needs of the students and respond to them. Eventually, the teacher feels enough confidence to be creative, adding original ideas to the curriculum. This stage leads to a time when the teacher uses the curriculum as a springboard to plan the lesson. The teacher uses some of the curriculum, arranging it in an original way, and adds to it activities and ideas born of the teacher's creativity and familiarity with the curriculum and with the students. A teacher who has reached this last stage can become a coach to a teacher in the first stages of development. Pairing them up can be an excellent way of training.

The Bible Study Coordinator or an experienced teacher who is not presently teaching can visit a class (with the teacher's permission) and observe. After the class is over, feedback can be given and the two people can explore ways of improving the teaching/learning experience.

Articles, books, videos and other resources can be shared with individual teachers.

THE HOW AND WHY OF BIBLE STUDY

Key Practice: Balanced Ministry



The time set aside in LOGOS to study the Bible is critical to the success of feeding the body, mind and soul. It is central! Arrangements for Bible Study take precedence over everything else.

Time

Ideally, Bible Study should be 45 to 60 minutes in length. This will allow plenty of time to engage in all the activities necessary to enter into the scriptures, explore and respond to the scriptures, and apply the scriptures to life. It takes this amount of time to build relationships and nurture faith.

Grouping Children and Youth

A couple of students per class may be all that some grades may have at the beginning. A class that starts small will seldom stay small. Children bring their friends to places where they are having positive experiences.

Never should class size be determined on the basis of trying to justify a teacher's time and commitment! The results of a relationship between an adults and a small number of students, or even one student, can be life changing for a child. Many children do not receive individual attention from adults. Many latch-key children have very little time with parents. The opportunity for a loving Christian adult to relate to a small group of children for an hour each week, sharing faith and building a caring relationship, is an asset not a liability.

If you are blessed with large numbers of children in a particular grade, take regarding the maximum size of the class. Take into consideration the size of the room, the number of adults who will relate to the class and the dynamics of the relationships among the children. It may be well to split a large group into two classes so that the class is more manageable and has more space available in the classroom. This offers more flexibility with activities and offers more potential for building individual relationships.

Among high school students, the sociology is different. They need to have a crowd. The number it takes for youth to feel comfortable varies, but they always seem to know what it is. We believe it is desirable to combine grade levels for high school youth in order to have enough people in the group for them to feel comfortable. We refer to this as having a "critical mass."

If, however, you are blessed with a large number of youth in each grade, and can retain a critical mass even after splitting the group into two or more groups, this

may be beneficial. Consider the relationships among the young people, the space you have for meeting and the number of adults available to work with the youth.

How LOGOS Relates to Church School

It is never the intention of LOGOS to be in competition with any other ministry of the church, but rather to support and strengthen them through the relationships that are formed and the joy of belonging to the community of faith.

Since church school teachers and LOGOS Bible Study teachers are both teaching the Bible for many of the same youth and children, it is helpful for the teachers in both areas to be in conversation with one another. They should be aware of each other's curriculum and do coordinating when the opportunities arise.

Regular faculty meetings provide the opportunity for both sets of teachers to meet and plan together. These meetings also provide a time for helping all teachers to understand and affirm the importance of building relationships in the church's total approach to Christian nurture.

All teachers should become familiar with the theology on which LOGOS is built (see Theograms) and work together to implement it in all aspects of the life of the church, thus providing a consistent and secure environment for everyone. Some of the ways teachers can be helpful to each other to create a holistic experience of education and nurture for the youth and children of the church are:

1. When curriculum materials focus on the same stories, teachers can decide how they will merge their lesson plans so that they don't duplicate activities and experiences, but plan so that one lesson builds on the other.
2. Visuals such as posters, bulletin boards, maps, murals, timelines and children's or youth's art work can be shared and used by both classes.
3. Materials and storage space can be shared instead of having one cabinet for LOGOS and a separate cabinet for church school

Choosing Curriculum

First, decide what the curriculum is to accomplish. Curriculum selection should be based on a selected set of criteria and that it is rooted in scripture.

Churches need to have a plan for teaching and nurturing their young people. That plan needs to provide for ordered, cumulative learning.

The characteristics of such learning are:

1. Each year builds on the previous year according to a plan that has determined what Biblical material is to be learned in each grade each year.
2. All children master the material to be learned in that grade by the end of the year according to the master plan.

3. When teens graduate from high school, they move into life with a solid Biblical background and spiritual nurture to empower them to face the challenges of adulthood.

Resist the temptation to change curriculum every 3 to 5 years in an effort to have something new. Young people are too valuable to give them anything less than a permanent plan for ordered, cumulative learning. This plan must be considered whenever curriculum is changed. Without this consideration, changing curriculum could mean that the pattern for learning can be broken, large portions of scripture are left out, some portions of scripture are needlessly repeated, and the final product is often Biblical illiteracy.

Some questions to help in choosing curriculum are listed below. Add others that are important to your situation.

Is the curriculum Biblically based as compared with being centered on social issues or human development?

Does the curriculum encourage the building of relationships?

Is the process for interpretation of scripture consistent with the process taught in your church?

Is the curriculum built on the principle of ordered, cumulative learning?

Are the expectations of the curriculum consistent with the abilities of the youth and children in your congregation?

Is the theology presented in the curriculum consistent with the great themes of the Bible and with that which is taught in LOGOS?

Does the curriculum attempt to relate Biblical material to the real life situations of the youth and children so that the scriptures become relevant?

Does the curriculum have a variety of activities that respond to the various styles of learning of students? Which of the intelligences are emphasized and which are left out?

Will some young people have difficulty staying focused or interested because they are being asked to do activities that are not their primary ways of learning?

Does the curriculum provide clear, easy to follow guidelines for the teachers?

Is the curriculum written in such a way that teachers feel supported and nurtured in their teaching task?

Will the curriculum help youth and children develop thinking skills so that they are encouraged to ask questions, to seek answers and to grow in their understandings?

Does the curriculum offer home study activities?

Is the curriculum permanent or dated? Dated material must be purchased every quarter or every year.

Does a company that may discontinue it in a couple of years produce the curriculum?

GenOn recommends that you thoroughly evaluate your curriculum needs, choose an appropriate curriculum for LOGOS, and stay with that curriculum as long as it meets the defined criteria and plan for ordered, cumulative learning.

Faith for Life Curriculum

GenOn Ministries has produced curriculum for use in the Bible study portion of LOGOS, titled Faith for Life, which consists of 8 courses for grades 1 through 8. A Scope and Sequence for Faith for Life 2 can be found in the page of www.genonministries.org. Churches may choose any curriculum for LOGOS Bible Study, however, *Faith for Life* is significant because it was created especially for the LOGOS model of Christian nurture.

Home Study

Home study assignments encourage reflection on scripture, meditation and prayer, all of which should be part of every Christian's life every day - not just those days we are at church. The home study program is invaluable to the spiritual growth of young people as well as to the whole family.

It is essential that all teachers of Bible study classes understand the value and importance of home-study. Doing the assignments needs to be seen by students as something that is expected. Teachers need to offer encouragement, recognition and affirmation to students. It is up to the teachers to work in partnership with students and their families so that students are encouraged to participate in their own learning.

Family members are primary role models for youth and children. When an adult in the family values something, youth and children often follow suit. It is essential that we enlist the support and involvement of the adults in the family in the Bible study portion of LOGOS. One way to do this is to keep them informed about home-study assignments so they know when and how to become involved with their child or youth to get the assignments done. Home-study assignments can facilitate

conversation about important issues and provide the opportunity, in a natural way, for faith sharing in the family. Many will welcome the opportunity.

Parents or other adults in the family need to be encouraged to help their young people develop good habits that include caring for their student book, doing home-study assignments and remembering to bring their student book and Bible to LOGOS.

LOGOS leaders should be firm in helping everyone understand that the home study assignments are essential to the spiritual development of youth and children and are part of a system of ordered learning.

In the Faith For Life² curriculum, assignments for younger children involve reading stories from *The Children's Bible in 365 Stories* and having conversations with family members. Many parents look for opportunities to have conversations with their children. Home study assignments are helpful in facilitating these conversations. Additionally, many families who regularly read stories with their children should be encouraged to read Bible stories from time to time.

Youth courses, while seldom requiring the participation of parents, should help youth develop regular habits of devotions. This can include the reading of scripture; think about scripture in relationship to their own lives and spending time each day in prayer.

Classroom Settings

Some of the most common classroom difficulties are caused by logistics, like:

- *Combining grades:* When grades are combined, the teacher still must be able to teach each child at his or her grade level. Many volunteer Bible teachers are not trained to do this. Consequently, children who are not experiencing success with activities are likely to find ways to avoid doing the activities.
- *Inappropriate classroom setting:* Is the classroom too large? Too small? Cluttered? Too hot or cold? Too unstructured? Noisy? Properly lighted? Is the furniture the right size for the students? Environment has a lot to do with how well a class functions.
- *Inappropriate schedule:* Does the LOGOS schedule allow the students to discharge pent up energy in a helpful way before students come to class? Is the class period long enough to allow teaching and learning to happen? Are the students hurried?" Even more important, is the amount of time allotted to Bible Study long enough to allow positive relationships to develop?
- *Too many students per teacher:* Every class needs two adults present at all times to provide for the safety of the students and adults (abuse issues), offer "extra hands" to the teacher, be available to respond to discipline situations, and help with emergencies.

Classroom Management

Classroom covenants, created by each class, motivate each student in the direction of right behavior toward each other and toward their teachers. A covenant is a promise between God and people. The basic meaning of covenant in the Bible is summed up in Jeremiah 31: 33: *"But this is the covenant that I will make with the house of Israel after those days, says the Lord: I will put my law within them, and I will write it on their hearts; and I will be their God, and they shall be my people."* (NRSV). Sample covenants are included in the Discipline Resources Section of *LOGOS Works!*

Meeting and greeting students at the door, making eye contact, calling each person by name and saying something personal show young people that teachers care about them. With younger children, it may be helpful to meet their students at the place of their previous activity and walk them to the classroom.

Have the room set up and all supplies ready. This communicates to the students that they are expected and important work is planned. Plan lessons carefully. Good lesson plans give the teacher security. Keep students busy and interested and they won't have time to be disruptive. Use assigned seating if it helps.

Do not be afraid to lead. Students are more secure when it is clear that someone is in charge. Show authority. When trouble is brewing, sometimes it passes if the teacher stands up. It conveys that the teacher is in charge and ready to handle the situation at hand. Go to the area of disruption. The presence of loving and firm authority quiets young people.

Build strong Christian relationships. Relationships are the key to effective discipline and are built inside and outside of the classroom. Make contact outside of church. Send a letter or card. Attend the young person's ball game or school play, and let him or her know you are there especially for him/her.

Post "The Only Rule of LOGOS." Make a poster and post it in a prominent place in your class room. Wear your "Child of God" button every week. Talk about the Only Rule at the beginning of the year and discuss what this means in day to day behavior in the classroom. Encourage the students to agree on some behaviors they will live by that will reflect the Only Rule of LOGOS:

Treat every person as a child of God.

No one is to treat others as if they do not matter.

Keep trying. If there are problems, change something. If that doesn't help, try another change.

End each class with a closing activity that calms the students and prepares them for their next activity

Pray every day for each one of your students by name. In a way that is natural for you, let each student know that you are praying for each one of them. Pray for yourself and your assistants.

CHARACTERISTICS OF SUCCESSFUL BIBLE STUDY

Characteristic	Why
Curriculum is rooted in scripture.	Goal: Christ-centered living
Curriculum is appropriate for the age group.	Key Practice: Christian Relationships
Teachers are called to teach, not recruited to fill spots, for whole year.	Key Practices: Process of Call, Christian Relationships
Focus of the teacher is on uncovering the scripture - not covering the lesson.	Goal: Christ-centered living
Teachers use a variety of learning activities and resources to reflect the multiple intelligence theory and meet the needs of youth and children.	Key Practice: Balance Ministry
Teachers allow room for the Holy Spirit to work.	Reality: Abundant Life-Giving Relationship
<p>Bible Study is more than a time of accumulating knowledge and facts. It is a time for building bridges:</p> <ul style="list-style-type: none"> → bridges of relationships between people → bridges between the experiences described in the Bible and our experiences today → bridges between the church and home → bridges of relationships between God and us 	Key Practices: Christian Relationships, Balanced Ministry
Clergy and professional church staff participate in teaching and/or find ways to support the teaching staff.	Reality: Clergy involvement
Mission/outreach activities offer hands-on learning of Bible lessons	Key Practices: Christian Relationships, Balanced Ministry