

# SUNDAY SCHOOL DEFINITION

*Sunday School is the  
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a local church for leading  
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Lord Jesus Christ  
and for building  
on-mission Christians  
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Bible study groups  
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Sunday School is the foundational strategy in a local church for leading people to faith in the Lord Jesus Christ and for building on-mission Christians through open Bible-study groups that engage people in evangelism, discipleship, fellowship, ministry, and worship.

Implications      for my Sunday School      Actions



# OPEN GROUP CHARACTERISTICS

1.

2.

3.

4.

5.

6.

# RESPONSIBILITIES OF THE SUNDAY SCHOOL DIRECTOR

Place a 1-5 in the blank in front of each responsibility representing your degree of confidence in that responsibility.  
1 = totally unconfident through 5 = totally confident.

- \_\_\_\_\_ 1. Lead in establishing a Sunday School organization for reaching and teaching.
- \_\_\_\_\_ 2. Direct ongoing emphasis on worker enlistment.
- \_\_\_\_\_ 3. Involve all leaders in providing effective Bible study.
- \_\_\_\_\_ 4. Guide all workers and members to become effective witnesses.
- \_\_\_\_\_ 5. Develop or strengthen evangelism outreach, and ministry.
- \_\_\_\_\_ 6. Determine training needs of leaders.
- \_\_\_\_\_ 7. Develop a comprehensive training plan.
- \_\_\_\_\_ 8. Direct the Sunday School leadership meeting.
- \_\_\_\_\_ 9. Give direction to the Sunday School planning team and developing the Sunday School strategy.
- \_\_\_\_\_ 10. Guide leaders in setting goals.
- \_\_\_\_\_ 11. Direct the selection and use of curriculum materials.
- \_\_\_\_\_ 12. Recommend financial and physical needs of the Sunday School to the church.
- \_\_\_\_\_ 13. Maintain and use Sunday School records.
- \_\_\_\_\_ 14. Report the progress and plans of the Sunday School to the church.
- \_\_\_\_\_ 15. Evaluate the work of the Sunday School.
- \_\_\_\_\_ 16. Set a positive example for others by living an authentic witness for Christ and by being thoroughly involved in the life and ministry of the church.

# PASTOR SUNDAY SCHOOL RESPONSIBILITIES

1. Lead the church to have an effective Bible study ministry.
2. Interpret the biblical basis for evangelism, discipleship, fellowship, ministry, and worship to the congregation.
3. Lead the church to reach Christians and non-Christians for Bible study.
4. Lead the church to be evangelistic by training Sunday School workers to witness to lost persons in daily contacts and structured outreach and by being alert to evangelistic opportunities in the Bible study sessions.
5. Lead the church to organize its Sunday School ministry.
6. Assist in making adequate training available for all workers; lead in training activities as appropriate.
7. Assist the Sunday School director in annual planning.
8. Share information about potential leaders; lead the church to adopt leadership standards.
9. Participate and promote Bible teaching projects such as Vacation Bible School and January Bible Study.
10. Work with the Sunday School to help workers and members provide caring ministries to members and prospects.
11. Meet with the Sunday School director weekly.

# WORKING WITH YOUR PASTOR AND MINISTER OF EDUCATION

1. Seek to know his \_\_\_\_\_ for your Sunday School. —What can the Sunday School do to help accomplish his \_\_\_\_\_ for the church?
2. Seek to know his view of the \_\_\_\_\_ of the Sunday School.
3. Share your \_\_\_\_\_ and \_\_\_\_\_ for the Sunday School.
4. Keep him \_\_\_\_\_ and \_\_\_\_\_ regarding the needs, directions, plans, and actions of the Sunday School.
5. Involve him in times of \_\_\_\_\_ the work of the Sunday School, especially with the Sunday School Planning Team.
6. \_\_\_\_\_ him verbally publicly and privately.
7. Set aside a specific time to \_\_\_\_\_ weekly if at all possible.
8. \_\_\_\_\_ together.

# MEMBERS OF THE SUNDAY SCHOOL PLANNING TEAM

A pyramid-shaped diagram consisting of seven empty rounded rectangular boxes. The top row has one box. The second row has one box. The third row has one box. The fourth row has two boxes. The fifth row has four boxes. The boxes are arranged in a symmetrical pyramid shape, with the bottom row being the widest and the top row being the narrowest.

# SUNDAY SCHOOL PLANNING TEAM

## *Who is on the Planning Team?*

- Sunday School director
- Pastor
- All Sunday School general officers

and

- Smaller membership Sunday School-representative from each age group
- Sunday School with departments—department directors
- Sunday School with divisions—division directors

## *What happens during Planning Team meetings?*

- Inspiration
- Information
- Evaluation
- Communication
- Preparation

## *When are Planning Team meetings held?*

1. Have a regular established time.
2. Meet following the last Sunday of the month.
  - Sunday afternoon
  - Weeknight
  - Wednesday night
3. Provide sufficient time—at least one hour.
4. Stick with your planned meeting.
5. Schedule meetings at a time clear of other conflicts.

## *Getting ready for the Planning Team meeting.*

1. Mail the agenda for the meeting to all team members.
2. Prepare the meeting place.
3. Arrange for all materials needed for the meeting.
4. Conduct an effective meeting.
5. Follow through after the meeting.



# RELATIONSHIPS WITH SUNDAY SCHOOL LEADERS ARE STRENGTHENED AS YOU...

1. Have a foundational sense of the \_\_\_\_\_ of each leader.
2. Get to know them \_\_\_\_\_.
3. Get to know their \_\_\_\_\_ and \_\_\_\_\_.
4. \_\_\_\_\_ to needs quickly and specifically.
5. \_\_\_\_\_ them.
6. Involve them in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
7. \_\_\_\_\_ to enhance communication.

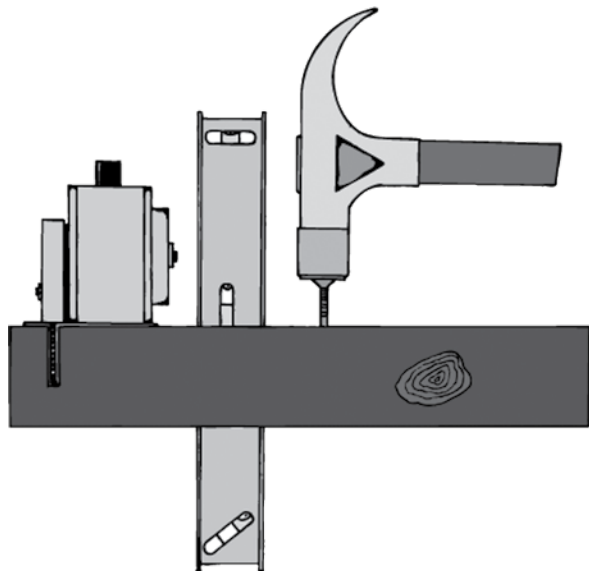
# TRAITS OF AN EFFECTIVE SUNDAY SCHOOL DIRECTOR

1. Abiding \_\_\_\_\_ for the Lord.
2. Sense of \_\_\_\_\_ from God.
3. \_\_\_\_\_ for those with whom you work.
4. \_\_\_\_\_ for Sunday School work.
5. Fervor to \_\_\_\_\_ people for Christ.
6. Passionate pursuit to see \_\_\_\_\_  
\_\_\_\_\_.
7. Life of \_\_\_\_\_.

# ANSWERS

## Page

- 3 1. vision, vision, 2. purpose, 3. dreams and vision, 4. informed, involved, 5. planning, 6. Support, 7. meet, 8. Pray
- 4 Sunday School Director, Pastor, Minister of Education, Secretary, Outreach-Evangelism Director, Preschool, Children, Student, Adult
- 6 1. importance, 2. personally, 3. work, needs, 4. Respond, 5. Encourage, 6. input, evaluation, planning, 7. organize
- 7 1. love, 2. call, 3. Love, 4. Passion, 5. reach, 6. lives transformed, 7. integrity



**THINK FOR A  
MINUTE . . .**

**. . . ANSWER  
THESE QUESTIONS**

**K  
E  
E  
P**

**GO**

1. How can Sunday School be your church's most effective tool "keeping" or assimilating people?
2. How can Sunday School be your church's most effective tool for "going" after people or reaching people for Christ?

# KNOW YOUR POSSIBILITIES

## What are the possibilities for our Sunday School?

1. Who does God want us to reach?
2. What is our primary ministry area?
3. Does our Sunday School have plans to reach the people there?
4. Where is our Sunday School currently growing?
5. Are we prepared organizationally to continue reaching people in that area?
6. Where is there potential to reach people that we are not currently reaching in our church ministry field?

What are some of those groups? (i.e. special education, physically handicapped, single adults, language groups)

7. Is our Sunday School effectively assimilating our own church members?

## Has your Sunday School accepted its possibilities?

1. Does your Sunday School know its potential for reaching people?
2. Does your Sunday School accept its responsibility for reaching people?
3. Does your Sunday School have a heart for those it has the potential to reach?
4. Is it clear which class/department is responsible for reaching the specific people?

# SEEKING TO DISCOVER YOUR POSSIBILITIES

Where can you discover the possibilities for your Sunday School?

1. Church membership roll
2. Inactive Sunday School members
3. Worship service visitors
4. Sunday School classes and organization for saturation
5. Vacation Bible School
6. Special events
7. Newcomers
8. Friends, relatives, associates, and neighbors
9. Demographics and census data
10. People search, Opinion Poll
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

# FOUR MAJOR ORGANIZATIONAL ISSUES

1. \_\_\_\_\_ Leaders and members have a correct understanding of the purpose of the Sunday School. State that everything else organizationally is dependent on Sunday School leaders understanding the purpose of the Sunday School. It is from that purpose that organizational principles have meaning. It is out of that purpose that leaders are willing to make the adjustments.
2. \_\_\_\_\_ Sufficient numbers of leaders are properly enlisted to staff the Sunday School. Refer to Sunday School Growth Worksheet. Point out the leaders- learner ratios listed on that sheet. Emphasize the need for the proper number of leaders in the preschool and children's area. Stress the difference between simply leading activities and teaching for spiritual transformation. The most effective teaching and ministry takes place as the teachers are able to relate to the children in smaller groups.
3. \_\_\_\_\_ Sufficient numbers of classes effectively reach, teach, assimilate, and minister to new and present members. Point out the suggested maximums. Emphasize that in order to continue to grow these must be observed. If these sizes are not observed soon a class will begin to focus inward on its own members because of the sheer ministry responsibilities to them and lose its focus on those outside of the class. The larger the class gets, the more the teaching tends to become teacher centered due to the number of people in the class.
4. \_\_\_\_\_ Classes must understand who they are seeking to reach (usually age range) and make a strong commitment to reach them.

# SUNDAY SCHOOL GROWTH WORKSHEET

<b>Age Group</b>	ENROLLMENT				CLASSES				LEADERS			
	1	2	3	4	5	6	7	8	9	10	11	12
	Present Enrollment	Prospects	Total Possible Enrollment (1+2=)	Enrollment Goal	Suggested Maximum Enrollment/Class	No. Classes Currently	Total No. Classes Needed (4/5=)	No. New Classes Needed (7-6=)	Maximum Ratio Leaders: Pupils	No. Leaders Currently	Total Leaders Needed (4/9=)	No. New Leaders Needed (11-10=)
<b>Preschool</b> Babies Ones-Twos Three-Pre-K Kindergarten					12 12 16 20				1:2 1:3 1:4 1:5			
<b>Children</b> Ages 6–11 years/ Grades 1–6					24				1:6			
<b>Youth</b> Ages 12–17 years/ Grades 7–12					12/ Class  60/ Dept.				1:12			
<b>Young Adult</b> Ages 18–24					25/ Class  125/ Dept.				1:25 teacher  1:4 all leaders			
<b>Adult</b> Ages 25 years & up					25/ Class  125/ Dept.				1:25 teacher  1:4 all leaders			



# OPPORTUNITIES FOR NEW CLASSES

## Opportunities for New Adult Classes

- Class with more than 10-year age span
- More than 25 enrolled in a class
- Room in which class meets is often filled
- Single adult prospects w/o single adult class
- Young adult prospects w/o young adult class
- Adult prospects in any age segment w/o a corresponding class
- Unenrolled church members
- Classes with more prospects than members
- Classes with more absentees than members present
- Adult age spans you are not presently reaching

## Opportunities for New Youth Class/ Dept.

- All youth in one class or department
- More than 60 youth enrolled in one dept.
- More than 12 youth enrolled in a class
- School grade with prospects but small attn.
- Class/dept. With less than 50% enrollment attending
- School grade with more prospects than youth enrolled

## Opportunities for New Children's Class/dept.

- Grade 1-6 in one dept.
- Grade 1 in class/dept. with another grade
- Grade 6 in class/dept. with another grade
- Class/dept. with more than 30 enrolled
- Class/dept. with less than 40% enrollment in attendance
- School grade with prospects but small attendance

## Opportunities for New Preschool Class/dept.

- Birth through age 5 in one class/dept.
- Babies in same dept. with other ages
- Kindergarten in same dept. with other ages
- Class/dept. of younger preschool with 12 or more enrolled
- Class/dept. of 3's, 4's, and pre-k with more than 16 enrolled
- Class/dept. of kindergartners with more than 20 enrolled
- Class/dept. where only "baby-sitting" is done
- More prospects than preschoolers enrolled

# SIX DANGERS OF LARGE UNITS

1. Limited opportunity for involvement  
in teaching and building relationships.
2. Little incentive to be involved beyond Sunday morning.
3. Easy for people to “get lost in the crowd” and have unmet  
ministry needs.
4. More resistant to beginning new units.
5. Do not usually produce leadership as well as smaller  
units.
6. Falter without a very highly skilled and  
knowledgeable teacher.

# VALUE OF STARTING NEW BIBLE STUDY UNITS

1. New units \_\_\_\_\_ at higher percentage than existing units.
2. It is harder for outsiders to fit into existing unit because of \_\_\_\_\_  
— \_\_\_\_\_.
3. New units grow faster when they receive help from an \_\_\_\_\_  
\_\_\_\_\_.
4. Usually new classes reach new people which open new opportunities for \_\_\_\_\_.

# TWELVE PROVEN STEPS IN STARTING NEW UNITS

1. Create a \_\_\_\_\_ for new units.
2. Identify \_\_\_\_\_ group(s)
3. Win the confidence of leaders of \_\_\_\_\_ before beginning new units from them.
4. Seek \_\_\_\_\_.
5. Enlist and train a \_\_\_\_\_.
6. Provide \_\_\_\_\_ for the new unit.
7. Create an \_\_\_\_\_ for the new unit.
8. \_\_\_\_\_ the starting date and location to the target group.
9. \_\_\_\_\_ and \_\_\_\_\_ prospects.
10. \_\_\_\_\_ the first session.
11. \_\_\_\_\_ the beginning of the new unit.
12. Establish a \_\_\_\_\_ for open group.

# MODELS FOR STARTING NEW UNITS

1. \_\_\_\_\_ an existing class/department.
2. Assign leadership team to an \_\_\_\_\_  
\_\_\_\_\_.
3. Identify unreached group and start Bible study \_\_\_\_\_ and  
\_\_\_\_\_ they can/will meet.
4. Start \_\_\_\_\_ group  
that becomes entry point for an \_\_\_\_\_ group.
5. \_\_\_\_\_ target group with \_\_\_\_\_  
and ensure first session is well attended.

# THE SUNDAY SCHOOL DIRECTOR WORKING WITH CLASSES TO BEGIN NEW UNITS

1. Establish the \_\_\_\_\_ purpose \_\_\_\_\_ for which the class exists.
2. Enlist an \_\_\_\_\_ apprentice \_\_\_\_\_ each year
3. **Identify** \_\_\_\_\_ a target group and **communicate** \_\_\_\_\_ with church leadership.
4. Set a start \_\_\_\_\_ date \_\_\_\_\_.
5. Enlist a \_\_\_\_\_ core group \_\_\_\_\_ to help start new unit.
6. Work with the core group to **plan** \_\_\_\_\_.
7. Work with the church to get a **roll** \_\_\_\_\_ of members and prospect names.
8. **visit** \_\_\_\_\_ and **contact** \_\_\_\_\_ potential members and prospects.
9. **Birth** \_\_\_\_\_ the class!
10. **Evaluate** \_\_\_\_\_, **encourage** \_\_\_\_\_, **celebrate** \_\_\_\_\_.

# ENLISTING AND TRAINING LEADERS IS IMPORTANT BECAUSE

1. God-called, gifted leaders lead members to have a vision for their area and engage members in achieving that vision.
2. The principle of multiplying leadership is biblical.
3. Having the proper number of effectively enlisted and trained leaders helps the Sunday School focus outwardly instead of inwardly.
4. Having the proper number of effectively enlisted and trained leaders helps the Sunday School teach for spiritual transformation.
5. Having the proper number of effectively enlisted and trained leaders helps the Sunday School minister more effectively.
6. Having the proper number of effectively enlisted and trained leaders allows the Sunday School to start new classes and departments.
7. Having the proper number of effectively enlisted and trained leaders raises the effectiveness of Sunday School work.

# A PROCESS FOR ENLISTING SUNDAY SCHOOL LEADERS

1. \_\_\_\_\_.

The first step in the process of enlisting workers is sincere, fervent prayer. This kind of praying is designed to discover the man or the woman God wants to serve Him in His church. This kind of praying says, "God, who in our church do You want to teach or serve in this class?"

Never allow prayer to become an afterthought. Invest yourself in prayer to discover God's man or woman for every position.

2. Make a list of \_\_\_\_\_ workers.

List all positions to be filled, even those that will probably be filled by the same person currently in that leadership position.

3. Make a list of \_\_\_\_\_ workers.

Create from the church membership roster a separate list of potential Sunday School workers. Do not exclude people from consideration for the wrong reason(s). Include the name of every person who qualifies according to the following two questions:

- Could this person serve, if willing? (Is this person capable of doing what we are asking him or her to do?)
- Would this person be acceptable to the church? (Not every person on such a list should be asked to teach a Sunday School class.)

4. Make a list of \_\_\_\_\_ opportunities.

Training opportunities come from four basic sources:

- Sunday School training events your church will conduct
- Sunday School training events sponsored by your association in the next 12 months
- Training events conducted by your state convention
- Training events conducted by LifeWay Christian Resources

5. \_\_\_\_\_ again.

In fact, pray throughout this entire process.

6. Decide on \_\_\_\_\_ for each position.

Begin the process early to avoid trying to decide on a backup if your first choice turns you down.

7. Make an \_\_\_\_\_.

Enlisting Sunday School leaders in the church hallways hinders the process. Make an appointment; this is important work.

8. Make an enlistment \_\_\_\_\_.

Personal visits should be made by the person to whom an individual would be responsible. If for some reason the person enlisting the leader cannot make the visit, then that person should contact the Sunday School director to assist in the enlistment process.



# PLACES WHERE YOU CAN IDENTIFY THE NAMES OF PROSPECTIVE LEADERS

1. Adult Sunday School class rolls.
2. Recommendations from adult teachers.
3. People presently serving as Apprentices or in associate or other class positions.
4. Church membership rolls.
5. Vacation Bible School leaders.
6. Graduating college students returning home.
7. Training course participants.
8. Former Sunday School leaders not currently serving.
9. Persons who respond to interest surveys.
10. Potential leader training participants.

# THE ENLISTMENT VISIT

## 1. Explain the process.

The people you seek to enlist need to know the kind of process you have used to make your decision to ask them to serve. Tell them about the prayer and research that went into the decision.

## 2. Explain expectations.

Sunday School leaders need to know what is expected of them. One of the best ways to explain expectations is to provide a position description.

## 3. Provide resources.

Show the potential leader resources that are available. Leave them with the potential leader for closer inspection.

## 4. Provide a list of training opportunities.

Give the potential leader the list of training opportunities you created during the enlistment process.

## 5. Ask them to pray.

Don't ask for a response right away. Give potential leaders a week to pray and think about a response.

## 6. Arrange a time for a response.

Another home visit is not necessary. Simply arrange a time for a telephone call or a brief meeting to receive the response. You may need a relatively private place for the potential leader to ask questions or give you a response.

## 7. Follow up.

When the potential leader agrees to serve, your job is not finished.

- Make sure the leader has all the materials needed to do the job.
- Remind leaders as training opportunities approach.
- Check with leaders the week before their service begins.
- Ask if they have questions or needs.
- Pray for the leaders you have enlisted.

## Disclaimer

This form is solely for illustrative purposes. State and local laws may vary. It is recommended that each church solicit the advice of an independent and qualified attorney. Neither LifeWay Christian Resources nor the Southern Baptist Convention assumes any liability for reliance on this form.

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# CONFIDENTIAL VOLUNTEER APPLICATION FORM

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This application is to be completed by all applicants for any position involving the supervision or custody of minors. It will help our church family provide a safe and secure environment for children.

## Personal

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_

Present Address \_\_\_\_\_ Social Security # \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ Date \_\_\_\_\_

E-mail \_\_\_\_\_ Marital Status \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_

Occupation \_\_\_\_\_

Do you have a current driver's license?  No  Yes License number \_\_\_\_\_ State \_\_\_\_\_

Have you ever been charged with, indicated for, or plead guilty to an offense involving a minor?  No  Yes

If yes, please describe all convictions for the past five years: \_\_\_\_\_

Were you a victim of abuse or molestation while a minor?  No  Yes

- If you prefer, you may refuse to answer this question.
- You may discuss your answer in confidence with one of the ministers rather than answering on this form.
- Answering yes or leaving the question unanswered will not automatically disqualify you.

## Church

When did you make your profession of faith in Christ? \_\_\_\_\_

When were you baptized? List any gifts, callings, training, education, or other factors that have prepared you for teaching. \_\_\_\_\_

Are you a member of this church  No  Yes—If yes, how long have you been a member? \_\_\_\_\_

1. If no, list your church membership contact information in the first church selection on the back of this form.
2. Please list other churches you have attended regularly during the past five years.
3. Include the type of work involving children that you performed.

## Church History

• Church (Membership) Name \_\_\_\_\_  
Church Address \_\_\_\_\_ Church Phone (\_\_\_\_) \_\_\_\_\_  
City/State/ZIP \_\_\_\_\_  
Type of work involving children \_\_\_\_\_ Dates of Service \_\_\_\_\_

• Church Name \_\_\_\_\_ Dates of Service \_\_\_\_\_  
Church Address \_\_\_\_\_ Church Phone (\_\_\_\_) \_\_\_\_\_  
City/State/ZIP \_\_\_\_\_  
Type of work involving children \_\_\_\_\_ Dates of Service \_\_\_\_\_

• Church Name \_\_\_\_\_ Dates of Service \_\_\_\_\_  
Church Address \_\_\_\_\_ Church Phone (\_\_\_\_) \_\_\_\_\_  
City/State/ZIP \_\_\_\_\_  
Type of work involving children \_\_\_\_\_ Dates of Service \_\_\_\_\_

## References

### Personal References (not former employers or relatives)

Name	Address	City/State/ZIP	Phone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

List all previous **non-church** work involving children. Attach additional sheet if necessary.

Organization	Address	City/State/ZIP	Phone
_____	_____	_____	_____
_____	_____	_____	_____

### Applicant Statement (Please initial each statement)

- \_\_\_\_\_ The information contained in this application is correct to the best of my knowledge.
- \_\_\_\_\_ I authorize references or churches listed in this application to provide information (including opinions).
- \_\_\_\_\_ I release all such references from any liability for furnishing such evaluations, provided they do so in good faith and without malice.
- \_\_\_\_\_ I waive any right I may have to inspect references provided on my behalf.
- \_\_\_\_\_ Should my application be accepted, I agree to be bound by the bylaws and policies of this church and to refrain from unscriptural conduct in the performance of my services on behalf of the church.
- \_\_\_\_\_ I further state that I have carefully read the forgoing release and know the content thereof and I sign this release as my own free act. This is a legally binding agreement which I have read and understand.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_  
Witness \_\_\_\_\_ Date \_\_\_\_\_

# MEETING SPACE SPECIFICATIONS CHART

Age Group	Space/Person	Maximum Enrollment	Room Size	Leader:Learner Ratio
<b>Preschool</b>				
Babies	35 sq. ft.	12	420 sq. ft.	1:2
Ones-Twos	35 sq. ft.	12	420 sq. ft.	1:3
Three-Pre-K	35 sq. ft.	16	560 sq. ft.	1:4
Kindergarten	35 sq. ft.	20	700 sq. ft.	1:5
<b>Children</b>				
Grades 1-6	20-25 sq. ft.	24	480-600 sq. ft.	1:6
<b>Youth</b>				
Gr. 7-12 (class)	10-12 sq. ft.	12	120-144 sq. ft.	1:12
Gr. 7-12 (dept.)	8-10 sq. ft.	60	480-600 sq. ft.	1:12
<b>Young Adults 18-24 yrs.</b>				
Department	10 sq. ft.			1:4
Class	12-15 sq. ft.	20-25	240-375 sq. ft.	
Dual Use	15-18 sq. ft.	20-25	300-450 sq. ft.	
<b>Adults 25 yrs—up</b>				
Department	10 sq. ft.			1:4
Class	12-15 sq. ft.	20-25	240-375 sq. ft.	
Dual Use	15-18 sq. ft.	20-25	300-450 sq. ft.	
<b>Special Education</b>				
Low-functioning	25 sq. ft.	6	480 sq. ft. (+10 sq. ft. per person for wheelchairs)	1:1
High-functioning		15		1:4
In between		12		1:2–1:3

# RECOMMENDED EQUIPMENT AND FURNISHINGS LIST

Symbols: x = recommended  
 o = optional  
 all = specialist equipment purchased in limited quantity for use by all ages

## Preschool General Items

General	B	1	2	3	4	K	All	B-2	3-K	B-K
Rest mats or towels		x	o					x		o
Cribs (hospital 27"-x-42")	x	o						x		x
Adult rocking chair (2)	x							x		x
Solid surface floor mat (42"-x-42")	x									
Wall cabinet (50" above floor)	x	x	x	x	x	x		x	x	x
Trash receptacles with lib	x	x	x	x	x	x		x	x	x
Diaper bag cubbies or hooks	x	x	x							
Vinyl changing pad		x	x							
Open shelf/closed back for toys (26"-x-36"-x-12")		o						o		o
Child safety gate										o
Water source for disinfecting	x	x	x					x		x
Slow cookers	x							x		x
Folding screen for nursing area	x							x		x
Rocking boat with enclosed steps		o								
Small countertop refrigerator	o									

# Recommended Equipment and Furnishings List, cont'd.

## Children's, Youth, Adult, Special Education Departments/Classes

Equipment	Children	Youth	Adults	Special Education <sup>10</sup>
Chairs (age appropriate)	x <sup>1</sup>	x <sup>2</sup>	x <sup>2</sup>	x <sup>2</sup>
Coat rack	x	x	x	x
Resources cabinet	x	x		x
Tables	x <sup>3</sup>	x <sup>5</sup>	o	x (4-6 members)
Shelves	x <sup>6</sup>	x	x	o
Book racks	x <sup>7</sup>	x	o	o
Tackboard or bulletin boards	x <sup>8</sup>	x	x	x
Wastebasket	x	x	x	x
Podium/table for teacher	o	o		o
Sink	o			o
Autoharp	x			o
Cassette player	x	x	x	o
TV/VCR combination	o	o	o	o
CD player	o	x	o	x
Piano	o	o	o	o
Chalk/marker board(s)	x	x <sup>4</sup>	x <sup>4</sup>	x <sup>4</sup>
Tear sheets	x	x	x	x
Felt-tip markers	x	x	x	x
Other art/writing supplies	x	x	x	x
Picture rails	x <sup>9</sup>			

1. Recommended chair sizes for children:

Grades 1&2: 12-13 inches

Grades 3&4: 14-15 inches

Grades 5&6: 16-17 inches

2. Standard chairs 18 inches above the floor.

3. Tabletops for children should be 10 inches above chair seats.

4. 36-x-45 inches min. for hanging boards; freestanding and movable boards of comparable size or larger are preferred.

5. Folding chairs for youth should be no more than 28 inches high.

6. 14-19 inches deep, 42-46 inches high, and 3-4 feet long with shelves 12-14 inches apart.

7. Bookracks should be 42-46 inches high and 30-42 inches long.

8. Tackboards should be 24-30 inches in height and 6-10 feet in length with the bottom edge 24-30 inches above the floor.

9. Picture rails should be about 30 inches above the floor on the front wall and 12 feet long.

10. Wheelchairs: class doors should be 32 inches wide; hallways, 48 inches wide; wheelchairs should fit underneath tables; accessible rest room nearby may dictate classroom location.

# KEY OUTREACH ESSENTIALS

1. Definite \_\_\_\_\_  
\_\_\_\_\_.

2. Definite \_\_\_\_\_  
\_\_\_\_\_.

3. Definite \_\_\_\_\_ and  
\_\_\_\_\_.

4. Definite \_\_\_\_\_  
\_\_\_\_\_.

5. \_\_\_\_\_  
\_\_\_\_\_ contact.

6. \_\_\_\_\_  
\_\_\_\_\_ of contact.



# MY ROLE AND FLAKE'S FIVE

## KNOW your possibilities

- \_\_\_ 8. Direct the Sunday School leadership meeting.
- \_\_\_ 9. Give direction to the Sunday School planning team and developing the Sunday School strategy .
- \_\_\_ 10. Guide leaders in setting goals.
- \_\_\_ 13. Maintain and use Sunday School records.
- \_\_\_ 14. Report the progress and plans of the Sunday School to the church.
- \_\_\_ 15. Evaluate the work of the Sunday School.

## ENLIST and TRAIN workers

- \_\_\_ 2. Direct ongoing emphasis on worker enlistment.
- \_\_\_ 3. Involve all leaders in providing effective Bible study.
- \_\_\_ 6. Determine training needs of leaders.
- \_\_\_ 7. Develop a comprehensive training plan.
- \_\_\_ 8. Direct the Sunday School leadership meeting.
- \_\_\_ 11. Direct the selection and use of curriculum materials.

## ENLARGE the organization

- \_\_\_ 1. Lead in establishing a Sunday School organization for reaching and teaching.

## PROVIDE the space

- \_\_\_ 12. Recommend financial and physical needs of the Sunday School to the church.

## GO after the people

- \_\_\_ 4. Guide all workers and members to become effective witnesses.
- \_\_\_ 5. Develop or strengthen evangelism, outreach, and ministry.
- \_\_\_ 16. Set a positive example for others by living an authentic witness for Christ and by being thoroughly involved in the life and ministry of the church.

# ANSWERS

## Page

- 4      1. purpose, 2. leaders, 3. unit size, 4. targeting
- 8      1. reach people, 2. group dynamics, 3. existing class, 4. ministry
- 9      1. climate, 2. target, 3. existing, 4. sponsorship, 5. leadership team, 6. space,  
7. atmosphere of success, 8. promote, 9. invite, enroll, 10. conduct, 11. celebrate, 12.  
mindset
- 10     1. restructuring, 2. unchurched target group, 3. when, where, 4. short-term,  
5. blitz, publicity
- 13     1. pray, 2. needed, 3. potential, 4. training, 5. pray, 6. one person, 7. appointment,  
8. visit
- 21     1. outreach organization, 2. time to go out, 3. prospects and prospect system,  
4. reporting process, 5. Face-to-face, 6. other forms

# SPIRITUAL TRANSFORMATION

Spiritual transformation is

\_\_\_\_\_ of  
\_\_\_\_\_ into the

\_\_\_\_\_

by creating a \_\_\_\_\_ and  
by empowering a \_\_\_\_\_ of  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_  
\_\_\_\_\_.

# TEACHING INTERVIEW SHEET

1. What do you believe is the most important trait of a life-changing teacher?
2. Who was the most life-changing teacher you ever had?
3. What age were you when you had that teacher?
4. Why do you believe that teacher made such an impact on your life?
5. If you could do one thing to improve the teaching in your Sunday School what would it be?

# DEUTERONOMY 31:12 (HCSB)

Gather the people—men, women, children,  
and foreigners living within your gates—so  
that they may listen and learn to fear the  
LORD your God and be careful to follow all  
the words of this law.

1. Who are they to gather?
2. Would this be considered an open group in respect to trying to reach people outside of the group?
3. What are the three results they are seeking to accomplish through listening to the teaching of God's Word?

# TRAITS OF A LIFE-TRANSFORMING TEACHER

A diagram shaped like a house, consisting of a triangular roof and a rectangular base. The roof is a simple triangle with the number '7.' centered inside it. The base is a large rectangle divided into six smaller rectangular boxes. The top row of the base contains four boxes, numbered '2.', '3.', '4.', and '5.' from left to right. The bottom row of the base contains two boxes, numbered '1.' and '6.' from left to right. All boxes are empty, intended for handwritten notes.

# SEVEN STEPS IN TEACHING THAT LEAD TO SPIRITUAL TRANSFORMATION

**1. Acknowledge Authority** — \_\_\_\_\_

What authority, power or rule guides the life of each learner? What is your heart condition as you approach Bible study?

**2. Search the Truth** — \_\_\_\_\_

What did God say in the Scriptures to the first readers or hearers?

**3. Discover the Truth** — \_\_\_\_\_

What abiding biblical truth(s) is the Holy Spirit teaching to you in your life situation from the Scripture?

**4. Personalize the Truth** — \_\_\_\_\_

Based on the abiding biblical truth(s), what is God teaching you about thinking, feeling, and living today?

**5. Struggle with the Truth** — \_\_\_\_\_

What conflict or crisis of belief is God bringing about in your heart and life to challenge what you think and value and how you live? What life questions, problems, issues, or struggles compel you to seek answers and promises in the Bible?

**6. Believe the Truth** — \_\_\_\_\_

What new truth is God leading you to receive and integrate into your life? How is the Holy Spirit leading you to repent or to change your mind, your values, or the way you live?

**7. Obey the Truth** — \_\_\_\_\_

To what extent will you love, trust, and obey the Lord in what you think and value and the way you live?

# APPROACHES TO LEARNING

Determine your approaches to learning and teaching. Check the statements that apply to you in each category.



## VERBAL (SOLOMON)

- Books are very important to me..
- I can hear words in my head before I read, speak, or write them down.
- I get more out of listening to the radio or a spoken-word cassette than I do from television or videos.
- I enjoy word games like Scrabble, Anagrams, or Password.
- English, social studies, and history were easier for me in school than math and science.
- When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
- My conversation includes frequent references to things that I've read or heard.



## LOGICAL (PAUL)

- I can easily compute numbers in my head.
- Math and/or science were among my favorite subjects in school.
- I enjoy playing games or solving brainteasers that require logical thinking.
- I like to set up "what if" experiments (for example, "What if I double the amount of water I give to my rose bush each week?")
- My mind searches for patterns or logical sequences in things.
- I like finding logical flaws in things that people say and do at home and work.
- I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.



## VISUAL (JOHN)

- I often see clear visual images when I close my eyes.
- I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- I can generally find my way around unfamiliar territory.
- I can comfortably imagine how something might appear if it were looked at from a bird's eye view.
- I prefer looking at reading material that has lots of illustrations.





## PHYSICAL (EZEKIEL)

- \_\_\_ I engage in at least one sport or physical activity on a regular basis.
- \_\_\_ I find it difficult to sit still for long periods of time.
- \_\_\_ I like working with my hands at concrete activities such as sewing, weaving, carving, or carpentry.
- \_\_\_ My best ideas often come to me when I'm out for a long walk or jog, or when engaged in some other kind of physical activity.
- \_\_\_ I frequently use hand gestures or other forms of body language when conversing with someone.
- \_\_\_ I need to touch things in order to learn more about them.
- \_\_\_ I need to practice a new skill rather than simply reading about it or seeing a video.



## MUSICAL (DAVID)

- \_\_\_ I can tell when a musical note is off-key.
- \_\_\_ I frequently listen to music on radio, cassettes, or compact discs.
- \_\_\_ I play a musical instrument. My life would be poorer if there were no music in it.
- \_\_\_ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind. I can easily keep time to a piece of music or musical pieces.
- \_\_\_ I often make tapping sounds or sing little melodies while working, studying, or learning something new.



## NATURAL (DAVID)

- \_\_\_ I like to spend time outdoors.
- \_\_\_ I enjoy collecting objects from nature.
- \_\_\_ I know the scientific names of many plants and animals.
- \_\_\_ My idea of relaxing is looking at a seed catalog or working in the yard.
- \_\_\_ My hobbies include taking care of plants and/or pets.



## RELATIONAL (BARNABAS)

- I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- I favor social pastimes over individual recreation such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- I like to get involved in social activities connected with my work, church, or community.
- I would rather spend my evening at a lively social gathering than stay at home alone.



## REFLECTIVE (MARY)

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have a special hobby or interest that I keep pretty much to myself.
- I have a realistic view of my strengths and weaknesses.
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong-willed or independent-minded.
- I keep a personal diary or journal to record the events of my inner life.

—adapted from *7 Kinds of Smart*, Thomas Armstrong, pp. 18-23, Plume Books, 1993.

# EIGHT MAJOR LEARNING APPROACHES

## RELATIONAL

Drawn to activities that allow you to cooperate and interact with others.

- highly social people
- make friends easily
- very good talkers
- keen observers of others

## MUSICAL

Drawn to activities that incorporate natural responses to music.

- enjoy music
- sensitive to rhythm and pitch
- comfortable with music, singing, and movement
- learn new songs quickly
- easy to express themselves through composing, playing, or performing.

## LOGICAL

Enjoy logic and problem-solving. See patterns in the world.

- can reason through difficult situations
- rely heavily on analogies
- like working with abstractions
- may be gifted at mathematics
- enjoy games and puzzles

## NATURAL

Enjoy the beauty of God's creation

- drawn to activities that allow investigation and exploration of God's world
- skilled at identifying elements of the natural world
- relate well to stories in the Bible that allude to elements in nature
- have a fascination for plants and animals
- have a high sensitivity for the stewardship of God's world.

## **PHYSICAL**

Approach learning from a physical standpoint.

- every active
- have good coordination
- when they tell a story they also play it out
- inclined to learn through mission projects or other helping activities
- like to use their physical abilities and skills in sports and drama

## **REFLECTIVE**

Understand who they are and how they feel.

- may desire to work alone
- often choose activities that allow for self-expression
- comfortable with extended periods of solitude
- may internalize concepts by personalizing them

## **VISUAL**

Can “see” in their imaginations as well as in the concrete world.

- visual understanding includes space and distance concepts
- enjoy creating their own pictures and visual representations of what they are learning
- enjoy visual arts, videos, television, and film as means of learning

## **VERBAL**

Learn best through words — reading, writing, speaking, and listening.

- like the sounds of words and may have a large vocabulary
- like to talk and play word games
- enjoy stories, poems, debates, speeches, and essays

# How Do You Know What Kind of Teaching is Taking Place?

1. Get to \_\_\_\_\_ your teachers.
2. \_\_\_\_\_ for your teachers.
3. Engage your teachers in \_\_\_\_\_.
4. Arrive early on Sunday morning to \_\_\_\_\_ what takes place before and as members arrive.
5. Observe how teachers use their teaching \_\_\_\_\_ materials.
6. Observe how learners are \_\_\_\_\_ in the Bible study.
7. Assess whether the leaders relate to members \_\_\_\_\_ the group meeting time.

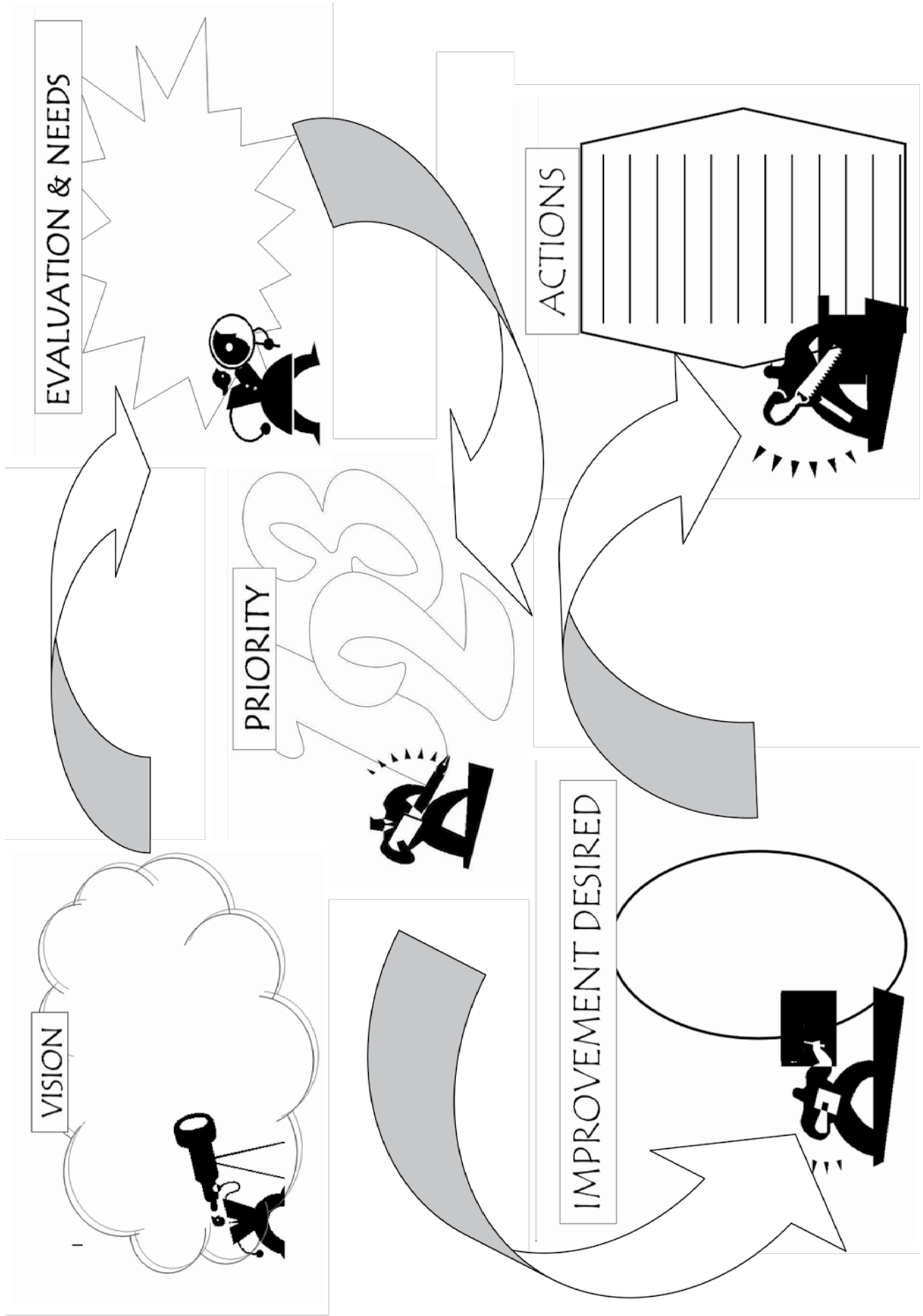
# HOW CAN YOU IMPACT THE TEACHING IN YOUR SUNDAY SCHOOL?

1. Pray for your teachers by name.
2. As you enlist teachers, help them understand what it means to teach for spiritual transformation.
3. Help teachers get off to a good start.
4. Set high standards.
5. Guide teachers to expect to see lives transformed.
6. Discuss with teachers what they see taking place in the lives of their members as a result of Sunday School's teaching and ministry.
7. Help teachers teach out of a fresh relationship with the Lord.
8. Recognize and encourage teachers.
9. Encourage teachers to relate to class members beyond Sunday morning.
10. Educate your congregation in how people are transformed through the teaching and relationships of Sunday School.
11. Use every tool and opportunity available to train your leaders.
12. Help teachers understand their pupil's characteristics, interests, needs, the ways they learn, and effective ways to teach.
13. Provide leaders with what they need to teach effectively.
14. Conduct regular Sunday School Leadership Meetings.

# ANSWERS

## Page

- 1 God's work, changing a believer, likeness of Jesus, new identity in Christ, lifelong relationship, love, trust, and obedience to glorify God.
- 4 1. Sense of calling from God, 2. Love for the students. 3. Passion to communicate. 4. Conviction of the message's power. 5. High degree of preparation. 6. Dependence on the Holy Spirit. 7. High degree of integrity.
- 5 1. control, 2. content, 3. concept, 4. context, 5. conflict, 6. conviction, 7. conduct
- 11 1. know, 2. Pray, 3. conversation, 4. observe, 5. curriculum, 6. engaged, 7. beyond.

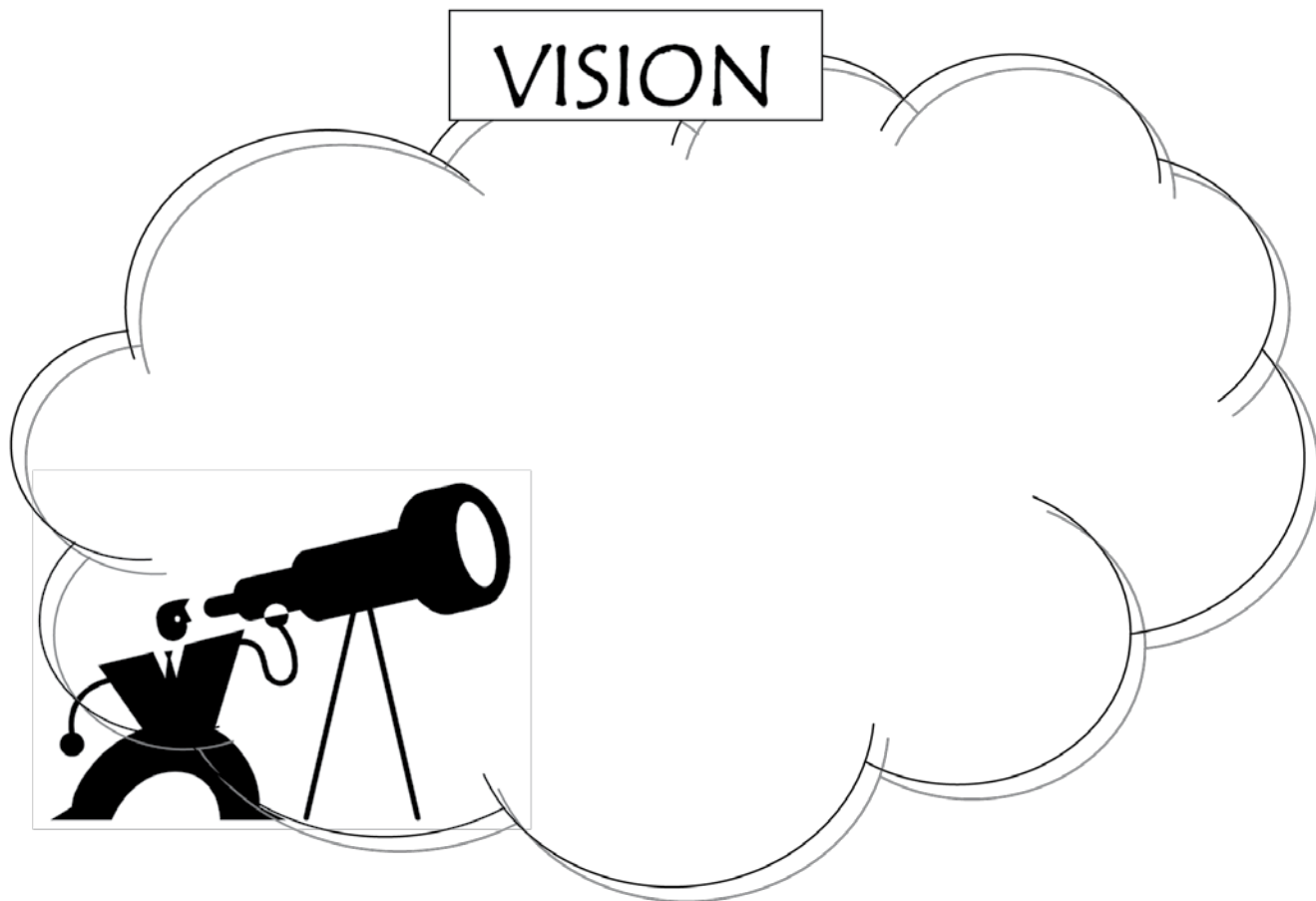




# WHY DEVELOP A STRATEGY FOR MY SUNDAY SCHOOL?

1. Facilitate understanding.
2. Provide a gauge of momentum and progress.
3. Convey a sense of significance.
4. Embrace positive change.
5. Help your Sunday School see a more purposeful future.
6. Put your resources to maximum use.
7. Display how God is blessing.

1. understanding 2. momentum, progress 3. significance 4. change 5. purposeful 6. resources 7. blessing



**Now faith is the reality of what is hoped for, the proof of what is not seen. For by it our ancestors were approved. Hebrews 11:1-2 (HCSB)**

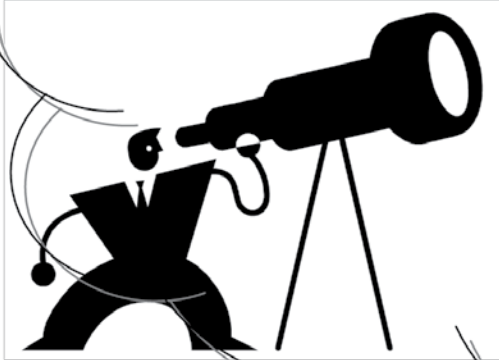
Developing a **vision** and a strategy to accomplish that vision is one of the primary responsibilities of the Sunday School Director and the Sunday School Planning Team, however, most of us are so overwhelmed by the pressure and needs of the moment that look forward and developing a strategy and plans for the future gets very little thought. Developing a strategy helps us anticipate and deal with problems effectively and make the most of opportunities that lie ahead. The danger is that we can be so preoccupied with putting out fires that we never get to building a strategy that helps us to become effective. Planning can be exciting. Asking God for a vision for your Sunday School, planning actions that will help move your Sunday School toward that vision, and beginning to see that vision unfold is very exciting.

***This is an individual assignment.***

It is three years from today. Over the past three years your Sunday School has been more successful than ever before. Much of this success is due to a vision that has grasped the heart, mind, and spirit of your Sunday School leaders and members.

- Reread the Sunday School definition.
- Reflect on the past two days. What vision for your Sunday School has God begun to impress on your heart.
- In the template (diagram) above write your personal vision for your Sunday School.

# VISION



**As the men prepared to go, Joshua commanded them to write down a description of the land, saying, “Go and survey the land, write a description of it, and return to me. Joshua 18:8 (HCSB)**

***This is a group assignment that should include everyone at your table.***

**Step 1**

Begin this exercise by reading Joshua 18:8.

**Step 2**

Share the individual Sunday School vision statements written by each person at the table.

**Step 3**

As a table, representing the work of a Sunday School Planning Team, write a consolidated vision for your Sunday School. Use the template on your table to record your vision.

# EVALUATION & NEEDS



Evaluation is the process of looking at the present state of your Sunday School. It answers the question “Where are we now?” Work to keep the evaluation positive, but honest. Evaluation should reveal strengths and weaknesses that either enable or impede your Sunday School from accomplishing its vision. The discovery of strengths and weaknesses should be seen as a positive step toward charting the future work of the Sunday School.

## ***This is an individual assignment.***

You are at your Sunday School Planning Team retreat and your Sunday School Planning Team has just completed developing a vision statement for the Sunday School. Based on that vision statement and the understanding of your Sunday School you have gained during the past two days do the following based on the Sunday School at your church.

- List of the victories you have experienced over the past year that have moved your Sunday School toward becoming the Sunday School described in your vision statement.
- List of the needs that have kept your Sunday School from becoming like the Sunday School described in your vision statement and the definition of the Sunday School

# EVALUATION & NEEDS



Evaluation is the process of looking at the present state of your Sunday School. It answers the question “Where are we now?” Work to keep the evaluation positive, but honest. Evaluation should reveal strengths and weaknesses that either enable or impede your Sunday School from accomplishing its vision. The discovery of strengths and weaknesses should be seen as a positive step toward charting the future work of the Sunday School.

***This is a group assignment that should include everyone at your table.***

You are at your Sunday School Planning Team retreat and the individual members of the Sunday School Planning Team have just completed listing the victories and needs in their personal areas of responsibility in the Sunday School. As a Sunday School Planning Team do the following.

**Step 1**

Each person at the table briefly share one major victory and one major need of your Sunday School.

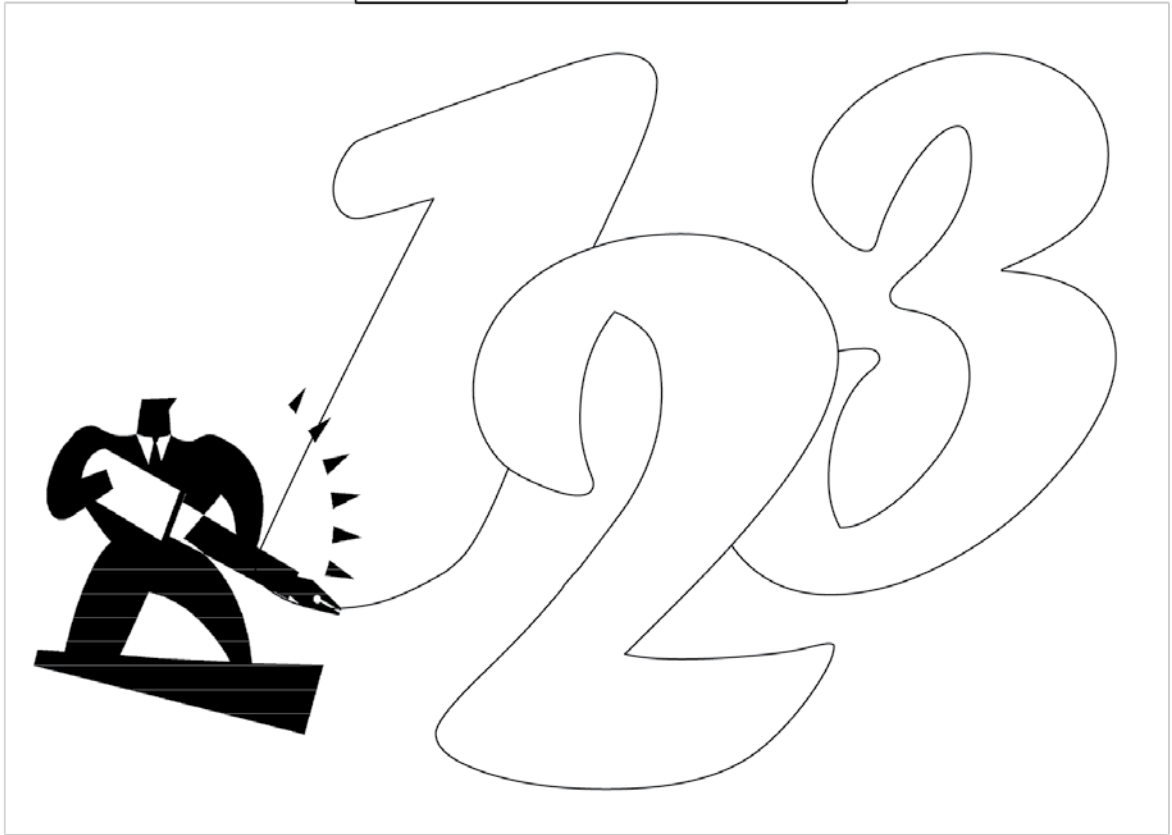
**Step 2**

As a table, representing the work of a Sunday School Planning Team, write the five top needs represented by your group.

# EVALUATION CAN INCLUDE

1. Great Commission
2. Purpose of the Sunday School (see “Welcome/Purpose of SS” page 1)
3. Flakes five-step formula (see “Blueprint for Growing a Sunday School” page 1)
4. Ten best practices (pages 17-22 in the book are an overview)
5. Sunday School Growth and Evaluation Plan (See “Other Resources” pages 16-23)
6. Church and Sunday School records (you provide)
7. Functions of the church (at the end of the Sunday School definition)
8. Sunday School Growth Worksheet (see “Blueprint for Growing a Sunday School” page 5)
- 9.
- 10.

# PRIORITY

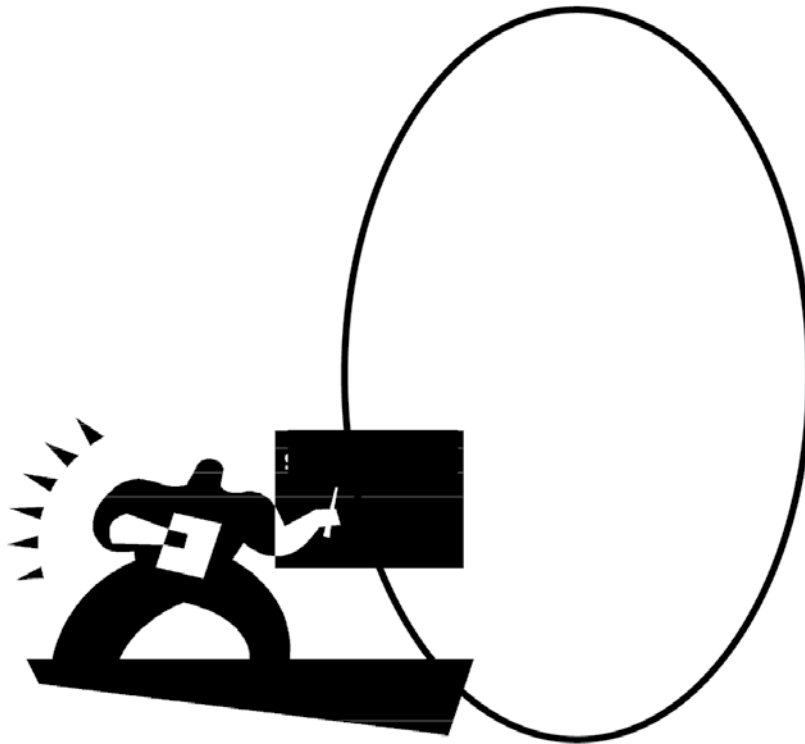


Thorough evaluation and listing of needs will ordinarily reveal more needs than a Sunday School can address in a year. It is likely that this will be true in your case. Do not be overwhelmed. The next step in determining a strategy is to determine the priority needs of the Sunday School to be addressed. The Bible says to, "Finalize plans through counsel." Proverbs 20:18 (HCSB)

***This is a group assignment that should include everyone at your table.***

You are at your Sunday School Planning Team retreat and your Sunday School Planning Team has just completed evaluating your Sunday School and determining its needs. Using the list of needs you have just compiled determine the top three priorities of your Sunday School and write them on the template on your table.

# IMPROVEMENT DESIRED



Now that you have determined priorities for your Sunday School for the coming year, you are ready to determine the improvement you want to accomplish in each of the priority areas. These should be as specific as possible. In some cases the improvement will be numerical (enrollment, average attendance, training, units, outreach, evangelism, etc.) Other areas would be descriptive and specific for instance, "During the coming year each Sunday School leader will be enlisted personally by the person to whom he or she is responsible." Or "During the coming year 90% of our workers will receive specific training on understanding and using their teaching resources."

***This is a group assignment that should include everyone at your table.***

Your Sunday School Planning Team has determined the number one priority for your Sunday School. As a Sunday School Planning Team take that priority need for and write a statement regarding the improvement you want your Sunday School to make in that area. Write that statement in the template on your table



ACTIONS

The complete strategy planning process is ineffective unless it results in determining specific actions to be taken by the Sunday School in order to achieve the desired improvement. Action plans should be developed for each area of improvement. These plans should include the action, who will be responsible, and when the action should be completed. Action plans may include projects and emphases, but they may also contain specific actions, for example, "Order the appropriate size chairs for the five year old preschool department." Planning does not end with simply developing action plans. The person responsible for the action must understand his or her responsibility for completing the action. The actions must be implemented and monitored throughout the year. The Sunday School Planning Team maintains the responsibility for monitoring action plans and modifying them as needed. The monthly Sunday School Planning Team meeting is important in monitoring and implementing action plans.

***This is a group assignment that should include everyone at your table.***

As a group determine four actions you could take as a Sunday School to accomplish the improvement desired for your Sunday School's number one priority. Write the four actions in the template on your table.

# **ACTIONS TO ACCOMPLISH OUR DESIRED IMPROVEMENT**

<b>Action</b>	<b>Person Responsible</b>	<b>Completion Date</b>

# PLANNING RETREAT AGENDA

## FRIDAY NIGHT

- |           |                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6:00 p.m. | Eat Supper                                                                                                                                                   |
| 7:00 p.m. | Welcome <ul style="list-style-type: none"><li>• What We Hope to Accomplish</li></ul> Review Agenda                                                           |
| 7:15 p.m. | <ul style="list-style-type: none"><li>• Devotional on the Great Commission</li></ul> Prayer for God's Leadership<br>Sharing the Vision for Our Sunday School |
| 8:00 p.m. | <ul style="list-style-type: none"><li>• A Look at Where We Are—<b>Evaluation</b></li></ul>                                                                   |
| 9:30 p.m. | <ul style="list-style-type: none"><li>• Dismiss</li></ul>                                                                                                    |

## SATURDAY

- |            |                                                                                                                          |
|------------|--------------------------------------------------------------------------------------------------------------------------|
| 8:00 a.m.  | <ul style="list-style-type: none"><li>• Breakfast</li></ul>                                                              |
| 8:45 a.m.  | <ul style="list-style-type: none"><li>• Devotional</li></ul>                                                             |
| 9:00 a.m.  | <ul style="list-style-type: none"><li>• What Does Our Evaluation Show Us—<b>Needs</b></li></ul>                          |
| 10:30 a.m. | <ul style="list-style-type: none"><li>• Break</li></ul>                                                                  |
| 10:45 a.m. | <ul style="list-style-type: none"><li>• Determining <b>Priorities</b></li></ul>                                          |
| 11:30 a.m. | <ul style="list-style-type: none"><li>• Setting Goals for <b>Improvement</b></li></ul>                                   |
| 12:00 p.m. | <ul style="list-style-type: none"><li>• Lunch</li></ul>                                                                  |
| 12:45 p.m. | <ul style="list-style-type: none"><li>• Determining <b>Actions We Will Take to Bring About the Improvement</b></li></ul> |
| 3:00 p.m.  | <ul style="list-style-type: none"><li>• <b>Committing Our Plans to God</b></li></ul>                                     |
| 3:30 p.m.  | <ul style="list-style-type: none"><li>• Dismiss and Head Home</li></ul>                                                  |

# PLANNING RETREAT AGENDA

## SATURDAY

- 8:30 a.m. • Continental Breakfast
- 9:00 a.m. • Welcome
  - What We Hope to Accomplish
  - Review Agenda
- 9:20 a.m. • Devotional On the Great Commission
  - Prayer for the Lord's Leadership
  - Sharing the **Vision** for Our Sunday School
- 10:00 a.m. • A Look At Where We Are—**Evaluation**
- 11:00 a.m. • What Does Our Evaluation Show Us—**Needs**
- 12:00 noon • Lunch
- 12:45 p.m. • Determining **Priorities**
- 1:15 p.m. • Setting Goals for **Improvement**
- 1:45 p.m. • Determining **Actions** We Will Take to Bring About the Improvement
- 3:30 p.m. • **Committing** Our Plans to God
- 3:45 p.m. • Dismiss and Head Home

# IMPLEMENTING OUR STRATEGY

1. Pray for the Holy Spirit's leadership.
2. Know what you want to achieve.
3. Learn as much as you can about what you want to accomplish.
4. Involve as many people as possible in your goals and dreams.
5. Plan the steps you will take to accomplish the task.
6. Delegate and involve others.
7. Equip leaders to accomplish the task.
8. Stay at the task.
9. Continually evaluate where you are in accomplishing your plans and adjust your plans as needed.
10. When you are successful, give God the glory and people the praise.

# COMMITTING OUR PLANS TO THE LORD

**Leader:** Commit your activities to the LORD and your plans will be achieved.  
Proverbs 16:3 (HCSB)

**All:** I pursue as my goal the prize promised by God's heavenly call in Christ Jesus.  
Philippians 3:14 (HCSB)

**Leader:** Many plans are in a man's heart, but the Lord's decree will prevail.  
Proverbs 19:21 (HCSB)

**All:** A man's heart plans his way, but the Lord determines his steps.  
Proverbs 16:9 (HCSB)

**Leader:** Finalize plans through counsel. Proverbs 20:18 (HCSB)

**All:** Plans fail when there is no counsel, but with many advisers they succeed.  
Proverbs 15:22 (HCSB)

**Leader:** Are you so foolish? After beginning with the Spirit, are you now going to be made complete by the flesh? Galatians 3:3 (HCSB)

**All:** For I know the plans I have for you"—[this is] the Lord's declaration—"plans for [your] welfare, not for disaster, to give you a future and a hope.  
Jeremiah 29:11 (HCSB)

**Leader:** May He give you what your heart desires and fulfill your whole purpose.  
Psalm 20:4 (HCSB)

# WAYS PEOPLE LEARN AND WAYS TO TEACH

**Logical** – enjoy problem solving, like to reason through difficult situations, rely heavily on analogies  
**Methods:** written test, lecture, worksheets or study guides, notebook, outline, word study, statistics, debate, panel, questions that help discern relationships

**Musical** – enjoy music, tend to be good listeners, find it easy to express themselves through music  
**Methods:** write words for well-known hymns, recordings/cassette tapes/CDs, singing, find hymns relating to the lesson, comparing words of hymns to Scripture, listening to recorded music (sacred or secular)

**Natural** – enjoy the beauty, investigation and exploration of God’s creation  
**Methods:** collect or display items from nature, nature walk, sort items from nature, classify items from nature, observe natural items, protect God’s world, plant, cultivate, reflect on or relate to creation and the Creator

**Physical** – very active, have good coordination, play out a story as well as tell it, enjoy “hands on” activities  
**Methods:** move to agree/disagree poster, join hands in a circle, art activities (wire/paper sculpture, paper tearing, painting, etc.), arranging room, games, singing with motions, Biblical simulation, role play, skit

**Reflective** – understand who they are and how they feel, comfortable with extended periods of solitude  
**Methods:** lecture, case study, question/answer, written tests, open-ended sentences, opinionnaire, attitude scale, creative writing, diary or journal, listening to music, listening guides, worksheets and study guides

**Relational** —highly social, make friends easily, may be very good talkers, “people persons”  
**Methods:** case study, small groups, personal sharing, testimony, storytelling, debate, interview, discussion, panel, Biblical simulation, dialogue, role play, skit, games, brainstorming, problem solving that depends on others

**Verbal** – learn best through words—reading, writing, speaking, listening, like the sounds of words  
**Methods:** lecture, question/answer, brainstorming, case study, resource persons, listening teams/guides, personal sharing, oral reading, debate, interview, writing words for songs, monologue, dialogue, paraphrase Scripture, storytelling, panel, skit, games

**Visual** – “create their own pictures” and visuals of what they are learning, “see” in their imaginations if no concrete visual  
**Methods:** videos, movie clips, CD ROMs, posters, charts, maps, object lessons, paintings, collage, graffiti, watching drama, art activities, asking “what if” questions, drawing diagrams, wire or paper sculpture

# BIBLE STUDY MATERIALS AND TEACHING FOR SPIRITUAL TRANSFORMATION

“Gather the people—men, women, children, and foreigners living within your gates—so that they may listen and learn to fear the LORD your God and be careful to follow all the words of this law.” Deuteronomy 31: 12, Holman CSB)

“The Holy Spirit brings about spiritual transformation in the lives and hearts of individuals. The teacher can be an instrument of the Holy spirit in the process. Curriculum should not only help the teacher communicate the biblical truth, but also teach in a way that challenges people to move toward Christ likeness.”  
(*How to Sunday School Guide: Curriculum Workshop for Church Leaders*, Nashville, TN: LifeWay Press, © Copyright 2004, p.9)

“**Two important elements of curriculum** are the curriculum plan and curriculum resources.

- A curriculum plan is the strategic arrangement of Bible study content and learning experiences, so that teachers meet specific spiritual needs.
- Curriculum resources are the tools or means by which the curriculum plan is delivered.”  
(*How to Sunday School Guide*, p. 7)

## **Two important questions:**

- Do we really need a plan for Bible study? YES!  
Without a plan, leaders and learners merely go from topic to topic and miss important learning experiences that move them toward the goal of Christ likeness.  
A systematic plan of Bible study addresses the felt, unspoken, and unknown needs of people.
- What about just letting the leaders or even the group just choose what they want to study or whatever the “hot topic” is?  
Important biblical foundations for living and many Scripture passages are missed by focusing on the ever-changing desires of the group.  
Also, studying on the basis of simply the felt needs or hot topics leads to the neglect of unspoken and private needs.  
In fact, in 2 Timothy 4:1-3, Paul urges Timothy to teach the message and doctrine rather than just respond to the learners’ preferences.



# EVALUATING CURRICULUM FOR LIFE-CHANGING BIBLE STUDY

1. Does the curriculum plan cover all of the Bible's content and not just selected or favor parts?
2. Does the curriculum have a balance of Bible study approaches and life issues?
3. Does the curriculum reflect your church's theological positions?
4. Is it properly sequenced so that learners build on what they already know?
5. Are the studies designed so that anyone can join at anytime?
6. Does the curriculum support an ongoing ministry?
7. Can unsaved persons understand the lessons?
8. Are learners encouraged to continue Bible study throughout the week?
9. Does the curriculum guide teachers into personal Bible study so that God can speak to them before teaching?
10. Does the curriculum present the gospel to unsaved persons and encourage believers to share the gospel?
11. Does the curriculum offer a wide variety of interactive, age-appropriate learning activities?
12. Do the teaching plans engage a wide spectrum of learners through a variety of methods reflecting multiple learning approaches?
13. Does the curriculum affirm and support the home as the center of biblical learning?

# DEVELOPING A CURRICULUM SELECTION POLICY

## Foundational Considerations:

1. What accountability do the church, the ministry staff, and general Sunday School leaders have for what is taught?
2. Should the Sunday School curriculum reflect the church's doctrines and beliefs?
3. Is it important that the Bible study be comprehensive—for example, should it cover both the Old and New Testaments?
4. Is it important that the studies cover a breadth of theological, discipleship, and ethical subjects?
5. Is it important that the studies accommodate newcomers rather than requiring homework or requiring that newcomers wait for the next study?
6. Are the studies focused on believers, or should lost people and new believers understand the study?
7. Is the study appropriate for the age group? Are the learning activities age-appropriate?
8. Are there any cost limitations, considering your church's budget?

## Developing the Curriculum Selection Policy:

1. Enlist the Sunday School Planning Team to establish requirements for Sunday School curriculum (pastor, Sunday School director and other general leaders, educational ministry staff, age-group administrative leaders).
2. Establish requirements for curriculum (the Foundational Considerations above may be used to guide this discussion).
3. Use the requirements to evaluate the curriculum choices available and determine which best meet the needs of the church and Sunday School.

4. Determine whether to unify age-group studies under one curriculum or to provide age-group leaders, teachers, department directors with a list of approved curriculum choices.
5. Develop a process by which exceptions may be requested and made. The exception process might be the following:
  - Teachers or directors may present written curriculum exception requests to the pastor, Sunday School director, or minister of education at least 4 months in advance.

**Requests will include:**

- (1) why they would like to use the alternate study;
- (2) the dates the study would be conducted;
- (3) the cost of the materials;
- (4) where the materials may be obtained.

The 4 months provide adequate time for evaluating resources and the implications of the exception.

- The pastor, Sunday School director, or minister of education reviews the study to see if it agrees with guidelines of the church regarding doctrine and costs and whether it fits the open nature of Sunday School.
- The pastor, Sunday School director, or minister of education meets with the teacher or director to discuss their findings.

The also discuss the nature and use of the study and determine a strategy for moving the class back to the original church-endorsed curriculum at the end of the study.

6. Develop any forms needed to support and implement the policy.
7. Meet with Sunday School leaders to share the importance of a curriculum plan, how the Sunday School Planning Team evaluated curriculum choices, and what the Planning Team recommends. Also review the process for ordering and distributing resources.
8. If necessary, present the findings and recommendations to the church and adopt the guidelines as a policy for the church.

**From How-To Sunday School Guide: Curriculum Workshop for Church Leaders (Nashville, TN : LifeWay Press, © Copyright 2004 All rights reserved. Used by permission.**

# LIFEWAY CURRICULUM

# CHARACTERISTICS

## 1. Biblical authority

All Bible studies champion the Bible as the inerrant and infallible Word of God and as the absolute truth and authority and teach conservative, evangelical doctrinal views in Scripture interpretation. All Bible study content affirms the basic Christian beliefs as set forth in The Baptist Faith and Message approved by the Southern Baptist Convention.

Bible study materials reflect these statements of belief:

- affirm biblical authority for all of life and for all fields of knowledge;
- affirm God's direct creation of mankind and the belief that Adam and Eve were real persons;
- affirm that named authors wrote the biblical books attributed to them by those books;
- affirm the miracles described in Scripture occurred as supernatural events in history;
- affirm the historical narratives given by biblical authors are indeed accurate and reliable as given by those authors.

## 2. The kingdom of God

Jesus taught His followers to seek the kingdom of God as the priority of their lives (Matt. 6:33). The kingdom of God is present wherever the will and reign of God is established in people's lives through Jesus Christ. The Great Commission is the driving

force for every believer and church. The

New Testament outlines five essential functions that reflect God's way of building His kingdom in the world through the local church: evangelism, discipleship, fellowship, ministry, and worship. Four kinds of growth result when a body of believers faithfully follows these essential functions: numerical growth, spiritual transformation, ministry expansion, and kingdom advance. These principles are foundational to Sunday School Bible study resources

## 3. The biblical worldview

As individuals experience the transforming work of God's Spirit and are confronted with the truth of His Word, they will begin to look at the world and life differently. They will begin to develop a new, biblical worldview. A biblical worldview is a perspective of life that relates to all fields of knowledge interpreted through the lens of Scripture. This new worldview will impact everything about their lives. They will understand their families, their work, their churches, their world, and the kingdom of God differently. They will begin to think as kingdom citizens.

## 4. Sunday School strategy

Sunday School is the foundational strategy in a local church for leading people to faith in the Lord Jesus Christ and for building on-mission Christians through open Bible

study groups that engage people in evangelism, discipleship, fellowship, ministry, and worship. All Bible studies assist churches and individuals in carrying out Sunday School work.

### **5. Foundational evangelism**

Sunday School is the foundational evangelism strategy of the church. All Bible studies emphasize evangelism in every study in which the emphasis appears in the Scripture text being studied.

For older children, youth, and adults, at least one session each quarter is designed to provide opportunities for lost persons to trust Christ as Savior and Lord.

The FAITH Sunday School Evangelism Strategy® is supported in all resources.

### **6. Foundational discipleship**

Knowing God through Jesus is the first step of discipleship. Sunday School is a strategy that impacts people seven days a week, and Bible study is a foundational step of discipleship for involving people in seeking the kingdom of God and fulfilling the Great Commission.

Sunday School resources support all other church ministries and encourage members to strengthen their Christian walk by participating in other discipleship opportunities.

### **7. Family Responsibility**

Sunday School affirms the home as the center of biblical guidance. Bible study resources help equip Christian parents, including single parents, to fulfill their responsibility as the primary Bible teachers and disciplers of their children.

### **8. Spiritual Transformation**

Spiritual transformation is God's work of changing a believer into the likeness of Jesus by creating a new identity in Christ and by empowering a lifelong relationship of love, trust, and obedience to glorify God. A kingdom perspective of Sunday School will begin with an individual's need to experience spiritual transformation. All Bible studies compel Christians toward spiritual transformation and assist in laying the foundations of Christian faith.

### **9. Biblical Leadership**

Sunday School calls leaders to follow the biblical standard of leadership. Sunday School resources point leaders to their prophetic ministry, listening to God's voice, discerning His message, integrating the message into their lives, and proclaiming His truth through the churches to the nations.

Bible study resources are built on the

principle that the leader is the lesson, in that every leader is accountable for being an authentic example of Christianity in personal living.,

### **10. Teaching that transforms lives**

All Bible studies engage learners in the biblical process of instruction that leads to spiritual transformation.

As reviewed previously, seven Bible teaching elements—common concepts for all Sunday School age groups—guide the Bible study process: Acknowledge authority, Search the truth, Discover the truth, Personalize the truth, Struggle with the truth, Believe the truth, and Obey the truth

# IMPORTANT BIBLICAL LEARNING CONCEPTS

## Preschool

God  
Jesus  
Bible  
Creation  
Family  
Self  
Church and Kingdom  
Community and World

## Children add

Holy Spirit  
Salvation

## Students & Adults add

Discipleship & Christian Faith  
Ethics and Morality  
Reason and Faith  
Rebellion and Sin  
Time and Eternity

**These provide a biblical framework for laying a foundation that becomes the pathway to conversion, spiritual growth, and a biblical worldview.**

## Four Basic Principles for Preschoolers and Children

- 1. The Bible as our textbook**– The Bible is the basis for everything taught in Bible study settings. Bible content is also the basis for the development of all teaching procedures.
- 2. The Child as Learner** – The understandings, needs, and interests of preschoolers and children are important considerations in determining how to approach Bible content.
- 3. The Teacher as Guide**–The teacher must provide activities that will involve the children in learning, will guide children to correct information, and will share the biblical revelation. In addition to teaching Bible truths, the teacher must live out the biblical message in front of children and parents.
- 4. Parents as Primary Teachers**–The primary responsibility for religious instruction of preschoolers and children belongs to parents. The Holy spirit works through Christian parents as they teach biblical truths in word and action. The church and its ministries must assist and support parents as spiritual leaders by training them and teaching their children.

# LIFEWAY WEB SITES TO GROW AND IMPROVE YOUR SUNDAY SCHOOL

- **[www.lifeway.com/sundayschool](http://www.lifeway.com/sundayschool)**--articles and other practical tools for developing a Great Commission Sunday School that teaches, reaches, and connects people
- **[www.lifeway.com/curriculumguide](http://www.lifeway.com/curriculumguide)**--current study plans for all age groups (includes the Bible passages); free downloadable samples of curriculum resources; pricing guide; how to order information and link to online catalog
- **[www.lifeway.com/extra](http://www.lifeway.com/extra)**--weekly supplemental teaching ideas for teachers in preschool, children, student, and adult classes
- **[www.lifeway.com/newunits](http://www.lifeway.com/newunits)**--variety of practical resources for starting new Bible study groups; includes handbook for starting new units; a handbook for starting multiple Sunday Schools; checklists for starting new units for each age group
- **[www.lifeway.com/pastor](http://www.lifeway.com/pastor)**--under “Online Tools for Pastors” click on “EXTRA! Free Weekly Model Sermons” for a model sermon and illustrations to build a worship experience around the same theme as the weekly Bible lessons in the Bible Studies for Life curriculum series; other excellent helps for pastors are linked also
- **[www.lifeway.com/sskickoff](http://www.lifeway.com/sskickoff)**--variety of helps for launching the new Sunday School year: an online version of the book *The 3-D Sunday School*; training plans and handouts for training Sunday School leaders; additional resources to help you plan and launch the new Sunday School year in your church
- **[www.lifeway.com/cgsp](http://www.lifeway.com/cgsp)**--the Christian Growth Study Plan provides an excellent means of training Sunday school leaders, both those currently serving and potential leaders. This web site offers practical help in how to administer the Christian Growth Study Plan, the course catalog, and resources for requesting reports or course credit AND ONLINE LEARNING COURSES

- **[www.lifeway.com/faith](http://www.lifeway.com/faith)**--resources and information to help lead FAITH Sunday School Evangelism Strategy®; free FAITH downloads; also G.R.O.W. Outreach training and Share Jesus Without Fear helps
- **[www.lifeway.com/yourvbs](http://www.lifeway.com/yourvbs)**--tools for planning, promoting, and conducting this year's Vacation Bible School with LifeWay's VBS materials; exciting downloadable resources and "fun stuff;" online ordering; share ideas and success stories with others; learn how other churches are impacting their communities with the gospel with VBS
- **[www.lifeway.com/churcharchitecture](http://www.lifeway.com/churcharchitecture)**--LifeWay Church Architecture has helped churches of all sizes, even brand new ones, for years with renovation, new construction, design services, and consultations. Check out their services, see sample projects and designs, discover numerous free articles and practical information, learn about events in your area, how to raise funds for building projects, and much more.



# E-NEWSLETTERS TO HELP GROW AND IMPROVE YOUR LEADERSHIP AND YOUR SUNDAY SCHOOL

## ◆ Pastors

### **Pastors Today—weekly**

Gain weekly insights on trends, fresh ministry ideas, and tools for leading your church.

### **Today's Bivocational Pastor—bi-monthly**

Practical helps and encouragement for dual-career ministers

## ◆ Ministers of Education

### **CE-News with Bruce Raley—monthly**

Provides Ministers of Education with encouragement, networking interaction with other M.E.'s, opportunities to engage in missions, and valuable links to Christian education information and resources

## ◆ Sunday School General Leaders and Age-Group Leaders

### **e-Source for Sunday School Leaders—monthly**

Get up-to-date Sunday School and open group information each month as well as updates on the latest Sunday School resources

## ◆ Specialized Resources

### **Adult Ministry Solutions—monthly**

Covering a broad spectrum of church-based ministry approaches, the monthly “Adult Ministry Solutions” is packed with ideas

### **LifeWay Kids eNewsletter—monthly**

This newsletter helps Children's ministers and volunteer leaders stay up to date on trends, receive helpful articles, and get fresh childhood ministry ideas

### **Student Ministry ZIP—bi-weekly**

StudentZIP delivers helpful articles, fresh ministry ideas, information on upcoming events and more - right to your Inbox! Each issue is packed with links to practical solutions for you as a student ministry leader.

### **FAITH—monthly**

Get support and encouragement for churches and individuals each month implementing the FAITH Sunday School Evangelism Strategy®.

### **LifeWay's VBS Newsletter—monthly**

VBS directors and workers receive helpful articles, fresh ideas, and resource updates.

**Subscribe by going to [www.lifeway.com/newsletters](http://www.lifeway.com/newsletters), enter the requested information, then click the symbol next to “Ministry Leadership” and check the newsletters you wish to receive.**

# RESPONSIBILITIES OF GENERAL SUNDAY SCHOOL LEADERS

## PASTOR AND OTHER MINISTERS

### Basic Role

The pastor is the primary leader for a church's Sunday School strategy. The pastor and other ministers on the church staff are responsible for the overall direction of all the church's ministries, including Sunday School. The pastor works with the Sunday School directors and the Sunday School Planning Team to set goals and evaluate the Sunday School's effectiveness in engaging people in evangelism, discipleship, ministry, fellowship, and worship through open Bible study groups.

### Major Responsibilities

- Provide overall leadership to the Sunday School Planning Team.
- Lead the Sunday School Planning Team in keeping Sunday School ministry focused on its objective.
- Give vital and visible support to Sunday School and its leaders.
- Communicate the overall mission (objective) and message of Sunday School to the entire church.
- Guide team members toward spiritual maturity and assist them in developing skills that enhance their ability to fulfill their responsibilities.
- Set a positive example for others by living as an authentic witness of Christ and by being thoroughly involved in the life and ministry of the church.

## SUNDAY SCHOOL DIRECTOR

### Basic Role

The Sunday School director serves as the general administrative leader of a church's Sunday School ministry. This person is responsible for coordinating the work of all Sunday School classes, departments, and other Bible study groups toward the overarching objective of Sunday School. He leads the Sunday School Planning Team in planning, organizing, enlisting and equipping leaders and in mobilizing members to achieve goals toward the stated objectives.

### Major Responsibilities

- Meet regularly with the pastor and staff to evaluate the work of the Sunday School and set agenda for Sunday School Planning Team Meetings.
- Lead the Sunday School Planning Team Meetings.

- Communicate goals and actions to leaders and participants and evaluate progress.
- Lead in developing an effective organization that facilitates spiritual transformation.
- Lead in efforts to call participants into service and in enlisting and developing new leaders.
- Lead in evaluating needs related to space, budget, Bible study curriculum, supplies, and other resources; recommend needed actions.
- Set a positive example for others by living as an authentic witness of Christ and through full involvement in the life and ministry of the church.

## **OUTREACH-EVANGELISM DIRECTOR (FAITH® DIRECTOR)**

### **Basic Role**

The outreach-evangelism director provides overall direction and leadership toward involving unreached people in Sunday School classes and departments. This person gives essential leaders to keeping the focus on evangelism. The Sunday School director assumes this role in churches without an outreach-evangelism director. In churches using FAITH, the FAITH Director should full this position.

### **Major Responsibilities**

- Meet regularly with the Sunday School Planning Team.
- Assist in discovering, enlisting, and training age-group division outreach-evangelism directors and outreach-evangelism leaders for youth and adult departments and classes.
- Promote outreach and evangelism objectives with other leaders and members.
- Guide all actions for outreach evangelism through Sunday School ministry, and coordinate those efforts with other church outreach and evangelism efforts.
- Lead in keeping the focus on evangelism.
- Ensure that accurate records are kept so that contacts with visitors and prospects can be effectively maintained and Sunday School classes and departments can effectively work to meet needs.
- Lead in evaluating outreach and evangelism efforts made through the Sunday School ministry.
- Set a positive example for others by living as an authentic witness of Christ and by being thoroughly involved in the life and ministry of the church.

## **THE SUNDAY SCHOOL SECRETARY**

### **Basic Role**

The Sunday School secretary assists the Sunday School Planning Team by providing vital support related to record keeping, reports, and other communications; securing Bible study curriculum, supplies, and other resources; and coordinating the distribution of resources. The Sunday School director or outreach-evangelism director assumes this role in churches without a Sunday School secretary.

## **Major Responsibilities**

- Meet regularly with the Sunday School Planning Team.
- Process and maintain general records for Sunday School and compile reports, including prospect information.
- Coordinate ordering and distribution of Bible study curriculum materials, supplies, and other resources.
- Set a positive example for others by living as an authentic witness of Christ and by being thoroughly involved in the life and ministry of the church.

# RESPONSIBILITIES OF PRESCHOOL SUNDAY SCHOOL LEADERS

Depending on the needs and size of your church, the Preschool Leadership Team may be small or large. This team will have an impact on the lives of preschoolers and their families.

## COMMON TASKS FOR ALL PRESCHOOL LEADERS

1. Participates in prospect discovery, outreach activities, witnessing, and ministry.
2. Prepares in advance, arrives on time, and evaluates and participates in age-appropriate Bible teaching.
3. Serves in extended session/ETC.
4. Ministers to preschoolers and their families.
5. Participates in leader training events.
6. Participates regularly in both corporate and personal worship.

## PRESCHOOL TEACHER

1. The preschool teacher is key to learning for the preschooler.
2. Obtains teaching materials and supplies prior to a session.
3. Plans and prepares in advance for individual and small group Bible-learning experiences.
4. Visits, contacts, and ministers to preschoolers and their families assigned for ministry.

## PRESCHOOL DEPARTMENT DIRECTOR

1. The department director is responsible for planning, conducting, and evaluating the work of the department.
2. Greets preschoolers and their parents at the door as they arrive and maintains department security system.
3. Enlists and assists in training teachers and substitutes for the department.
4. Leads in planning and preparation.
5. Leads the Bible teaching sessions.
6. Leads group time (in three-year-old and older departments).
7. Assigns responsibilities to teachers for teaching, outreach, and ministry.
8. Maintains department records.

## PRESCHOOL DIVISION DIRECTOR

1. A Preschool Division director is needed when there are two or more preschool departments.
2. Coordinates the work of the preschool departments and determines the organizational needs.

3. Determines and enlists preschool department directors and assists with enlisting other team members.
4. Develops a training plan for preschool leadership.
5. Works with leadership team to develop the preschool budget.
6. Coordinates the use of resources by obtaining needed supplies.
7. Orders curriculum.
8. Leads in evaluation of the work of the division.
9. Assists in the coordination of extended session/ETC.
10. Represents the preschool area on the Sunday School Council.

### **PRESCHOOL DIVISION OUTREACH LEADER**

1. The division outreach leader works with the division director in coordinating the reaching ministry of Preschool Sunday School.
2. Participates in weekly visitation, outreach, and witnessing.
3. Maintains and/or assists in maintaining active division and department prospect records.
4. Greets visitors on Sunday morning and ensures that preschoolers are placed in the appropriate departments.
5. Obtains and records department assignments, addresses, phone numbers, and names of parent(s) or caregivers.
6. Coordinates all the reaching activities of the Preschool Division.
7. Coordinates prospect discovery projects for the division.

# RESPONSIBILITIES OF CHILDREN'S SUNDAY SCHOOL LEADERS

## TEACHER

1. Teaches a small group of children during Bible-study time.
2. Reaches out to find and enroll children who need to be in Sunday School.
3. Contacts absentees weekly and all children in assigned groups regularly.
4. Cares for and ministers to assigned children and their families.
5. Witnesses to children and their families.
6. Fellowships with children and their families.
7. Participates in regular planning.

## DEPARTMENT DIRECTOR

1. Leads teachers in all work of department including planning and evaluating.
2. Guides the large-group activities on Sunday morning.
3. Enlists all department workers.
4. Determines training needs for workers.
5. Secures literature and resources with secretary.
6. Maintains department records (if there is no secretary).
7. Represents department on Sunday School council (if there is no Children's Division director).

## SECRETARY

1. Maintains department attendance records.
2. Maintains department reaching contact records.
3. Orders literature and other supplies and resources.
4. Outreach-Evangelism Director
5. Leads department workers in evangelistic visitation and prospect discovery.
6. Cooperates with the Sunday School outreach-evangelism director, as appropriate.

# RESPONSIBILITIES OF STUDENT (YOUTH) SUNDAY SCHOOL LEADERS

## STUDENT LEADER

Youth who serve as student leaders should:

1. be disciples and conduct themselves in a way that honors God.
2. witness to peers, lead them to faith in Jesus Christ, and church membership.
3. help plan, promote, and participate in fellowship opportunities; encourage group members to participate in building fellowship.
4. assist the teacher in reaching youth through personal and group visitation and encourage the involvement of class members in personal visitation and group outreach events.
5. be personally involved in the Bible studies, encourage peers to be personally involved, and enlist class members to accept assignments in the Bible studies.
6. maintain a personal quiet time, participate in corporate worship, and encourage other youth to do the same.
7. assist the teacher in leading the class, and serve as a link between the teacher and class members. (Occasionally, the class leader should participate in weekly leadership meetings.)
8. be a member of a Student FAITH team, if in a FAITH church.

## TEACHER

A teacher's responsibility is:

1. to live by the principle that the leader is the lesson and Sunday School is a seven-day-a-week strategy.
2. to administer the growth of a Youth Sunday School class by planning weekly for effective Bible study, and to participate in training opportunities.
3. to evangelize youth and the adults who influence them through regular contacts, participation in personal visitation, and class outreach events.
4. to disciple teenagers in their relationship with God and to enlist and train youth to serve as class leaders.
5. to guide youth to fellowship with each other as well as with the entire church.
6. to minister to teens and their families and to lead youth to care for one another.
7. to lead youth to worship by helping them develop a lifestyle that includes personal quiet times and participation in corporate worship.
8. to teach youth the Bible using a variety of teaching-learning approaches and prayerfully guiding youth toward spiritual transformation.



## **DEPARTMENT DIRECTOR**

In addition to the teacher's responsibilities, a department director:

1. participates in the growth of Youth Sunday School in the church through annual planning, communication, organization, and evaluation of the work of the department; leads weekly leadership meetings.
2. works with the department outreach-evangelism director and/or division director to plan department outreach events for youth and leaders.
3. guides the department (large group) time during Sunday School. The department director also relates the department's training needs to the Youth Division Director.
4. plans evangelism training opportunities for department members and leads all members of the department to become involved in witnessing to the unsaved.
5. promotes fellowship among youth class members and others on the leadership team by planning quarterly fellowship opportunities.
6. encourages youth and leaders to develop personal quiet times and participate in corporate worship, including leading department worship experiences.

## **DEPARTMENT OUTREACH-EVANGELISM LEADER**

The department outreach-evangelism leader's job responsibilities include:

1. administering the planning and conducting of department outreach and evangelism activities through annual planning events, communication, and weekly leadership meetings.
2. evangelizing youth through participation in personal visitation and group outreach events and equipping all other Youth Sunday School members and leaders in developing their evangelism skills.
3. functioning as a leader in Student FAITH, if the church is a FAITH church;
4. ministering to leaders, members, and nonmembers, and leading youth and leaders to care for members and nonmembers and their families.

## **DEPARTMENT SECRETARY**

The responsibilities of this job include:

1. to process and maintain department records and to compile reports for department leaders.
2. to reach and witness to youth and their families through participation in personal visitation and group outreach events, to process and maintain visitation records, to maintain an up-to-date prospect file.
3. to participate in weekly leadership meetings by providing record information.
4. to maintain all department supplies, including ordering and distributing periodicals.

## **DIVISION DIRECTOR**

(The youth minister may, in some cases, serve as division director.) The responsibilities include:

1. to coordinate the work of multiple departments, guiding them to set goals, and evaluate progress.
2. to coordinate annual planning, communication, training opportunities, and generally

- coordinate the work of youth department directors and any youth division-level leaders.
3. to lead the youth division to develop and maintain an effective evangelism strategy. to promote fellowship among youth and the leadership team, and among the adult members of the leadership team.
  4. to plan and participate in ministry to youth leaders, youth, and the families of youth.
  5. to lead all or part of the weekly leadership meetings.
  6. to teach as a substitute when needed, to stay in touch with the needs of youth, and to serve as a model for other Youth Sunday School leaders; to plan special youth Bible study groups and projects (Youth Vacation Bible School, Youth January Bible Study, and so forth).
  7. to communicate regularly with the minister of youth to plan, organize, evaluate, and conduct the work of Youth Sunday School.
  8. to lead youth to worship by coordinating the planning, training, and implementation of emphases that encourage personal quiet times and participation in corporate worship.

### **YOUTH MINISTER**

Sunday School responsibilities of the minister of youth include:

1. providing administrative support and resources, including budget, for Youth Sunday School leaders.
2. participating in personal visitation and group outreach events; equipping youth and leaders to become involved in evangelizing the unsaved.
3. modeling sound Youth Sunday School methods and principles in all training opportunities for members of the Youth Sunday School leadership team.
4. promoting fellowship among the youth and the youth leadership team.
5. ministering to leaders, members, nonmembers, and their families, and leading youth and leaders to minister to members, nonmembers, and their families.
6. discipling youth by helping them develop personal quiet times and participation in corporate worship; involving youth and Youth Sunday School leaders in planning and conducting special youth worship opportunities.

# RESPONSIBILITIES OF ADULT SUNDAY SCHOOL LEADERS

## THE SUNDAY SCHOOL LEADERSHIP TEAM

Every Adult Sunday School leader has the right to know what expectations and responsibilities come with the job. When leaders understand expectations and their role as part of a leadership team, they are more likely to respond positively to the call to lead or serve and to be effective in their jobs.

The majority of leaders in a church's Bible teaching ministry relate to specific age groups. These leaders relate to one of the following basic roles: (1) division directors, department directors, and others who provide administrative leadership for the work of an age group; (2) teachers, coordinators, apprentices, and class leaders who guide participants in Bible study and engage them in evangelism, discipleship, fellowship, ministry, and worship.

## ADULT TEACHER

An adult teacher is responsible for leading people toward faith in Christ and guiding them to serve Him through evangelism, discipleship, fellowship, ministry, and worship. In pursuing this mission, a teacher must understand that teaching moves beyond the Bible study session into the daily living of participants. A teacher must look for opportunities to mentor participants before and after Bible study sessions; ensure that a positive ministry environment is provided during the session that facilitates the work of the Holy Spirit; invest himself or herself in building positive relationships with participants; and involve learners in meaningful Bible study.

The major responsibilities are to:

1. lead a small group of adults in meaningful Bible study.
2. build positive relationships with participants and prospects and ensure that they are contacted regularly in order to meet their needs.
3. maintain attendance records and other participant information that strengthens the group's pursuit of the overall purpose and mission of Sunday School.
4. lead participants toward faith in the Lord Jesus Christ and guide them to serve Him through evangelism, discipleship, fellowship, ministry, and worship; organize the class to support that work effectively.
5. enlist an apprentice from the group for the purpose of teaching a new adult class or working in another age group as a teacher within two years.
6. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

## **ADULT CLASS COORDINATOR**

An adult class coordinator may be enlisted to direct the overall work of the class, relieving the teacher of administrative responsibilities. A class coordinator works closely with both the teacher and class team leaders to ensure that all key areas of work are addressed appropriately and that the class is properly organized and mobilized for its mission of leading people to faith in the Lord Jesus Christ and building Great Commission Christians through involvement in evangelism, discipleship, fellowship, ministry, and worship.

## **ADULT CLASS OUTREACH-EVANGELISM LEADER**

An adult class outreach-evangelism leader works with the department outreach-evangelism leader to lead the class in outreach and evangelism. In churches using FAITH Sunday School Evangelism Strategy<sup>®</sup>, this person works with the department outreach-evangelism leader to administer class involvement in FAITH.

The primary responsibilities are to:

1. coordinate all evangelism and outreach activities of the class.
2. coordinate prospect-discovery and prospect-enlistment efforts of the class.
3. lead members to create an atmosphere that encourages unsaved people to place their faith in Christ and encourages believers to lead others to Christ.
4. maintain prospect records for the Bible study group.
5. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

## **ADULT APPRENTICE**

An adult apprentice is enlisted from an adult Bible study group to assist a teacher in his or her major responsibilities and/or to prepare to start a new Bible study unit within two years. An apprentice serves as a substitute when the teacher is absent.

## **ADULT CLASS SECRETARY**

An adult class secretary provides vital support related to record keeping, reports, and other communications; ordering Bible study curriculum materials, supplies, and other resources; and coordinating the distribution of resources.

The primary responsibilities are to:

1. meet regularly with the Bible study group leadership team.
2. process and maintain general records for the Bible study group and compile reports as requested, including prospect information.
3. coordinate ordering and distributing Bible study curriculum materials, supplies, and other resources.
4. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

## ADULT CLASS LEADERS

Bible study group leaders are enlisted by the teacher of an adult Bible study group to assist with the total work of the group. Group leaders work in one or more of the five key areas of Sunday School work in either a leader-based approach or a team-based approach. The five key areas of work follow. (Generally, the Bible study group outreach-evangelism leader leads the key area of evangelism.)

1. ***Evangelism:*** Create an atmosphere that encourages unsaved people to place their faith in Christ and encourages believers to lead others to Christ. (In churches using FAITH Sunday School Evangelism Strategy®, this group leader or members of this team also should be on a FAITH team.)
2. ***Discipleship:*** Create an atmosphere that encourages believers to grow in maturity in Christ; monitor the discipleship needs of believers and work with the church's Discipleship Training director to provide learning opportunities focused on addressing those needs.
3. ***Fellowship:*** Create an atmosphere conducive to members building relationships with one another as together they build on their relationship with God; and lead actions that help new members be assimilated into the fellowship of the Bible study group and the team to which they are assigned.
4. ***Ministry:*** Create an atmosphere in which members and prospects can experience direct care and concern for life's needs and avenues through which they may identify and implement ministry and missions projects that utilize the gifts and abilities of members; and lead out in intercessory prayer as an integral part of the ministry and missions activities of the class.
5. ***Worship:*** Create a worshipful atmosphere; encourage participation in the church's corporate worship events; lead small-group worship experiences; and encourage personal worship in home and family settings.

## PARTICIPANTS

Adults who attend Bible study groups are not merely the intended recipients of Sunday School's Great Commission ministry. They are the grass roots ministers. Adult Sunday School is all about building Great Commission Christians. All Bible study group leaders, teachers, directors, and pastoral leaders needed now or in the future may be found on the membership or prospect lists of Bible study groups today. Every participant should receive the opportunity to serve according to the leadership of the Holy Spirit. We can offer those opportunities through Adult Sunday School.

The primary responsibilities are to:

1. participate in personal and group Bible study regularly, giving attention to the leadership of the Holy Spirit in one's life.
2. be receptive to God's efforts to draw people to faith in Christ through His Word, His Spirit, and His people.
3. actively participate in efforts to lead others toward faith in the Lord Jesus Christ.
4. participate individually and with the Bible study group to serve Christ through evangelism, discipleship, fellowship, ministry, and worship.
5. follow God's leadership in responding to opportunities to grow spiritually and to serve God's people in leadership roles.

### **ADULT DEPARTMENT DIRECTORS**

An adult department director is responsible to the Adult Division director for the total ministry of the department. The department director works closely with teachers, encouraging them and assisting them in fulfilling their responsibilities.

The primary responsibilities are to:

1. lead in planning and administering the total work of the department.
2. meet regularly with teachers for prayer, planning, and making assignments related to evangelism and outreach, fellowship, ministry, and Bible teaching.
3. serve as a greeter or host for the department.
4. evaluate needs related to space, budget, Bible study curriculum materials, supplies, and other resources; recommend actions related to needs.
5. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.
6. in nondepartmentalized Sunday Schools, maintain attendance records and other participant information that strengthens the group's pursuit of the overall purpose and mission of the Sunday School.

### **ADULT DEPARTMENT OUTREACH-EVANGELISM LEADER**

An adult department outreach-evangelism leader works with the Adult Division outreach-evangelism director, adult department director, and adult teachers to lead an adult department in outreach and evangelism. In churches using FAITH Sunday School Evangelism Strategy<sup>®</sup>, this person works with the division outreach-evangelism leader to administer the department's involvement in FAITH.

The primary responsibilities are to:

1. coordinate all evangelism and outreach activities of the department.
2. coordinate prospect-discovery efforts for the department.
3. assist in training department leaders and members in evangelism and outreach.

4. evaluate, encourage, affirm, and direct adult leaders in their evangelism and outreach efforts.
5. promote outreach and evangelism objectives with other leaders and members.
6. maintain active department prospect records.
7. greet visitors and guide them to the meeting place for their Bible study group.
8. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

### **ADULT DEPARTMENT SECRETARY**

An adult department secretary assists department and class leaders by providing vital support related to record keeping, reports, and other communications; ordering Bible study curriculum materials, supplies, and other resources; and coordinating the distribution of resources.

The primary responsibilities are to:

1. meet regularly with the department leadership team.
2. process and maintain general records for the department and compile reports as requested, including prospect information.
3. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

### **ADULT DIVISION DIRECTOR**

An Adult Division director is responsible to the Sunday School director for the total ministry of the Adult Division, which includes planning, organizing, enlisting department directors, and evaluating the work. The division director serves on the Sunday School Leadership Planning Team/Sunday School Council and works closely with other members of that team as well as with the Adult Division and department leaders.

The primary responsibilities are to:

1. meet regularly with the Sunday School Council.
2. coordinate the work of the division and determine organizational needs.
3. discover, enlist, and train new leaders.
4. evaluate, encourage, affirm, and direct adult leaders in their ministries.
5. meet regularly with department leaders for planning and evaluation.
6. evaluate needs related to space, budget, Bible study curriculum materials, supplies, and other resources; recommend actions related to needs.
7. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

### **ADULT DIVISION OUTREACH-EVANGELISM DIRECTOR**

The Adult Division outreach-evangelism director works with the Adult Division director and the Sunday School outreach-evangelism director to lead the Adult Division in outreach and evange-

lism. This leader works closely with adult department leaders. In churches using FAITH Sunday School Evangelism Strategy<sup>®</sup>, this person should be a FAITH group leader or team leader.

The primary responsibilities are to:

1. coordinate all evangelism and outreach activities of the division.
2. coordinate prospect-discovery efforts for the division.
3. assist in training division and department leaders and members in evangelism and outreach.
4. evaluate, encourage, affirm, and direct adult leaders in their evangelism and outreach efforts.
5. promote outreach and evangelism objectives with other leaders and members.
6. maintain active division and department prospect records.
7. greet visitors and guide them to the meeting place for their Bible study group.
8. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.

### **ADULT DIVISION SECRETARY**

The Adult Division secretary provides vital support related to record keeping, reports, and other communications; ordering Bible study curriculum materials, supplies, and other resources; and coordinating the distribution of resources.

The primary responsibilities are to:

1. meet regularly with the division leadership team.
2. process and maintain general records for the division and compile reports as requested, including prospect information.
3. coordinate ordering and distributing Bible study curriculum materials, supplies, and other resources.
4. set a positive example for others by living as an authentic witness of Christ and being fully involved in the life and ministry of the church.



# THE SUNDAY SCHOOL GROWTH EVALUATION PLAN

The purpose of the Sunday School Growth Evaluation Plan is to assist in evaluating, planning and working toward balance in Sunday School strategy.

## PROSPECTS

*Ten Best Practices*, pages 136-141

**Formula Goal:** One prospect is needed for \_\_\_\_\_  
for each person enrolled in the Sunday School  
School  
Current status: \_\_\_\_\_  
Evaluation: + or -

A prospect is defined as *any unchurched or unenrolled person living within your church's ministry field.*

Ways to discover prospects:

Use "I-Know-a-Prospect" Cards

Opinion Polls

Discover information on new residents

Record information about people who attend church events (such as but not limited to worship services, holy day pageants or musicals, youth events). Remember that Vacation Bible School is one of the most significant projects to identify prospects.

A key ingredient is an effective Prospect File organized by Sunday School classes and /or departments.

## ENROLLMENT

**Formula Goal:** Net increase from previous month \_\_\_\_\_  
*Ten Best Practices*, pages 68-71, 76,77, 158-162  
Current status: \_\_\_\_\_  
Evaluation: + or -

You have permission to enroll someone in a class anywhere and at any time as long as the person gives permission (for a parent to give permission to enroll a preschooler or child). We call this "open enrollment."

Ways to enroll persons in Bible study by using open enrollment:

- Enroll nonmembers when they attend Bible study groups.
- Enroll persons during worship services.
- Enroll persons during visitation.
- Enroll persons participating in special church events.

When enrolling someone using open enrollment, you must follow up with those persons immediately. A follow up visit by Sunday School class members must include the following actions/information:

- Deliver Bible study materials.
- Provide information about the class such as starting time, location, parking information, appropriate dress, and so forth.
- Volunteer to provide transportation if necessary.
- Volunteer to sit with the new member in Sunday School and in the worship service.
- If the person is joining the church, then volunteer to stand with him when presented to the congregation

It is vital that communication about follow up needs and actions are communicated with Sunday School leaders and members (in leadership meeting).

## **BIBLE STUDY CLASSES**

**Formula Goal:** At least one class is needed for every 20 persons enrolled.      Current Status: \_\_\_\_\_  
Evaluation: + or -

Each of the classes should be open groups. If you do not have enough groups start some.  
*Ten Best Practices*, pages 226-233

Although eventually, you are seeking to impact the ministry and growth of each Bible study class, you will start with one or more classes that are open to reaching new people. FAITH® Team members will be visiting prospects and members for those (open) classes.

Keep the following things in mind as you are strengthening the Bible study classes impacted by FAITH® Team members:

Each class needs to:

- have specific prospects who are being cultivated
- have one worker for every five persons enrolled
- plan specific ways to enroll and assimilate persons into the class
- focus on transformational Bible study, ministry, worship, prayer, as well as evangelism
- look for ways to send persons from the class to minister elsewhere
- plan specific actions to help start new open Bible study group(s)

Once a Bible study class has been established, it generally reaches its maximum size in 18 months.

Be very cautious when any of the following occurs:

- Class members become overly attached to the teacher.
- Class members become overly attached to the room.
- Class members become overly attached to each other (rather than seeking to reach out to non-members).
- A class stops growing.
- A class holds on to members rather than send members out to serve.

New groups keep the potential of numerical growth alive.

If you want to reach more people, you will need to start new Bible study groups.

In general, for every class you start, 10 new people will be reached somewhere in the Sunday School.

Consider starting new Bible study groups in the following areas:

- A class with a large attendance
- A large enrollment not being reached
- A current class with broad age ranges
- A large number of prospects for a given target group
- A class focusing on specific life issues not being addressed elsewhere (including but not limited to newlyweds, singles, homebound, new parents, persons recently experiencing grief, recent retirees, persons who do a specific type of work/shift; individuals living in a specific part of town including multi-housing units).

## LEADERS

**Formula Goal:** One leader is needed for every five persons enrolled in the Sunday School.

Current Status: \_\_\_\_\_  
Evaluation: + or -

*Ten Best Practices*, pages 68-71, 78-88, 93-100

A leader or worker can be defined as someone who does the work of one or more aspects of Sunday School (teaching, reaching, ministry) and is responsible for building bridges to five other persons in the class or department.

In many classes, a “leader” is enlisted with a specific title and job description. Some people will choose not to have a titled position but will help do the work of the class. The major objective is to have one person in each class who will accept responsibilities for one or more of the major roles: teacher, outreach and evangelism, fellowship, ministry, worship. A specific way to grow the class is to find people who will help (short-term as well as long-term) do one or more actions.

## LEADERS IN TRAINING

**Sunday School Formula Goal:**  
Provide some kind of training for each leader some time during the year.

Current Status: \_\_\_\_\_  
Evaluation: + or -

*Ten Best Practices*, pages 109-115

## CONSIDER THE FOLLOWING TRAINING OPPORTUNITIES:

- LifeWay Conference Center at Ridgecrest, North Carolina, or Glorieta, New Mexico
- Training provided through your Baptist State Convention or Association

## WEEKLY MINISTRY CONTACTS

**Sunday School Formula Goal:**  
One ministry contact is needed for each person you want to be in attendance each week.

Current status: \_\_\_\_\_  
Evaluation: + or -

*Ten Best Practices*, pages 209-222, 244-246

The Sunday School enrollment represents the persons we want to \_\_\_\_\_ each week. The Sunday School roll is not merely a list of persons who should \_\_\_\_\_ Bible study each week, but a list of weekly \_\_\_\_\_.

Each class should organize to make sure that ministry takes place.

If you want to increase the average attendance, you will need to increase the number of weekly contacts being made.

## **AGE-APPROPRIATE SPACE**

**Formula Goal:** One age group appropriate      Current status: \_\_\_\_\_  
Space is needed for each Bible study group.      Evaluation: + or -

*Ten Best Practices*, pages 201-204

You may have Bible study groups meeting away from the church facilities. Every church has three types of space:

- Worship
- Parking
- Education

If and when you fill up any of these spaces, then you will stop growth potential. If any of space is at 80 percent capacity, then consider the space full. When Sunday School space is full, you will plateau church growth as well.

Education space can oftentimes be uncovered right where you are:

- Unused space (empty classrooms or rooms being used for storage)
- Adjusted space (rooms that can be renovated for long-term use; rooms that can be used as multipurpose including weekday education classes)
- Adjacent space (nearby homes, apartments, or businesses that will allow you to use/rent their space for purpose of Bible study)
- Assembly space (fellowship hall, gymnasium, large assembly rooms, chapel, worship center that can accommodate one or more classes with or without moveable partitions)

You are given permission to start Bible study groups at your church facility on Sunday morning. You are also given permission to start Bible study groups that meet in facilities in addition to your church buildings and at times in addition to Sunday morning.

## SUNDAY SCHOOL LEADERSHIP MEETINGS

Formula Goal: 75% of leaders (in FAITH-Team-represented classes) planning together each week  
Current Status: \_\_\_\_\_  
Evaluation: + or -

*Ten Best Practices*, pages 100- 109

The proper number of leaders in the weekly leadership meeting is at least 75 percent of the leaders. This meeting is about people and how we seek to prepare to meet the needs of people who are targeted by your class or department.

During leadership meetings, focus on:

- Persons who have been discovered, visited, enrolled, and/or have prayed to receive Christ
- Persons needing follow up of any kind (including ministry, evangelism, prayer, etc.)
- Actions the class needs to take to assimilate persons into the class
- Need for additional workers, space, training
- Plans to strengthen Bible study and application, ministry, fellowship, and prayer
- Reports from previous actions; plans for future actions
- Bible study to take place the next Sunday
- Prayer

When a specific weekly meeting can be planned, involve persons in the class who are accountable for teaching, outreach/evangelism, ministry and fellowship. When specific meetings cannot be conducted, still work to communicate with class leaders about these issues and actions that need to be completed.

## SUNDAY SCHOOL ATTENDANCE

Formula Goal: 40-60% of Sunday School Enrollment  
Current Status: \_\_\_\_\_  
Evaluation: + or -

*Ten Best Practices*, pages 144-145

If attendance is below 40 percent of enrollment, there probably is a need for stronger ministry through Sunday School. If attendance is above 60 percent, there likely have been people who have been dropped from the roll because of chronic absenteeism. Use extreme caution in removing people from the Sunday School roll. Remember, the roll is our way of keeping up with people for ministry.

Our goal is not merely to get people to attend Sunday School; it is to minister to them and raise them to be obedient to the commands of Christ.

Attendance follows good ministry. Meeting people's needs is vital. People will absent themselves when their needs are not met.

#### FACTORS THAT IMPACT ATTENDANCE:

- Enrollment: Attendance will average between 40 to 60 percent of enrollment. Increase the enrollment and the average attendance potential increases.
- Weekly contacts: Attendance will increase based on the increase in number and types of contacts made.
- Ratio of leaders to members: Attendance is impacted by increasing the number of leaders and decreasing the ratio of leaders to members.
- Number of Bible study groups: Attendance is increased by starting and strengthening new units which target unreached groups.

## PERSONS IN DISCIPLESHIP

Sunday School Formula Goal: At least  
50% of Sunday School enrollment

Current Status \_\_\_\_\_  
Evaluation: + or

*Ten Best Practices*, pages 15, 241-243

The purpose of Discipleship is to build believers. Through these closed groups, discipleship is designed for Christians to focus on application of God's Word. At least one-half of the Sunday School enrollment should be enrolled in one or more discipleship classes.

## WORSHIP ATTENDANCE

Sunday School Formula Goal: Avg. Attendance is  
at least 90% of Sunday School attendance

Current Status \_\_\_\_\_

Evaluation: + or -

*Ten Best Practices*, pages 63, 249-250

The ratio of Sunday School attendance to worship reflects the effectiveness of assimilation done by the Sunday School. The higher the ratio of Sunday School attendance to worship, the more effective the assimilation and the greater the opportunities for evangelism, discipleship, fellowship, and ministry.

## **OFFERINGS**

**Sunday School Formula Goal (projection):**      Current Status \_\_\_\_\_

Sunday School attendance multiplied by per  
capita giving

Divide the weekly budget (undesignated) offerings by the Sunday School attendance to determine the per capita giving. The projected Sunday School attendance multiplied by the per capita giving will determine projected future offerings.