

Student Leader Teaching Plan*Preparation*

General—

Place a small table outside the classroom;

- Provide name tags and markers.
- Secure a dry erase board and markers.
- Provide these supplies: copies of the book, pencils, extra Bibles, blank paper, tear sheets, masking tape, markers, and copies of the suggested handouts.
- Secure the necessary equipment if you plan to use the PowerPoint presentation. Design a large sentence strip poster of each of the five points of Flake's formula.

Step 1 Preparation—

- Arrange chairs in clusters of three or four. Place a tear sheet and markers in each cluster.
- Write these five formulas on the dry erase board or on separate mini-posters: $2 + 4 = 6$; $9 - 3 = 6$; $12 \div 3 = 4$; $5 \times 5 = 25$; $7 > 4$

Step 2 Preparation—

- Write these Scripture passages on separate slips of paper and place in a basket: Deuteronomy 31:12, Matthew 28:18-20, Luke 14:23, John 4:35. Provide copies of the suggested handout.

Step 3 Preparation—

- Make two large signs: Agree, Disagree. Place the signs on opposite walls in the room.

Step 4 Preparation—

- Provide copies of the LifeWay Student Bible Study Strategies brochure and copies of the curriculum series used in your Student Sunday School.

Step 5 Preparation—

- Provide highlighter pens and current copies of class rolls for each Student Sunday School class.
- Provide copies of the suggested handout.

Step 6 Preparation—

- Provide copies of the suggested handout.
- Set up TV/VCR or DVD player/projector.
- Secure a copy of "Toy Story."
- Cue the tape or DVD to the scene near the end of the movie when Woody and Buzz are flying toward the moving van.

Procedure

Step 1—Introduction (15 minutes)

Ask conferees to complete a name tag before entering. Direct them to join a group and introduce themselves. Call attention to the formulas. Ask: *What types of formulas are represented?* (addition, subtraction, division, multiplication, greater than) Emphasize that these formulas are basic mathematical equations that are constant and unchanging.

Share this verbal assignment: *Work with your group to develop five formulas—addition, subtraction, division, multiplication and greater than—that relate to Student Sunday School ministry at your church.* If groups need help getting started, suggest: One committed leader plus three active middle school girls equals lively Bible study.

Call for responses from each team. Other ideas might include: One classroom minus the clutter equals a more conducive environment for learning; Twelve students divided into three care groups provides better ministry; One Scripture passage times three translations equals better understanding; Seeing lives changed through Bible study is greater than winning a million dollars. Say: *Even though these are simple formulas, they are the foundation for math. In a similar way, Flake's Formula provides a foundation for effective Sunday School. It is a simple, time-tested method for solid, biblical Sunday School work.* Lead in prayer for this training session.

Step 2—Know the Possibilities (25 minutes)

Introduce the first step of Flake's Formula using your visual. Pass around the basket with Scripture passages. Stress the necessity to tie Flake's Formula to God's Word. Call for volunteers to read aloud their verses. Ask: *What do these*

passages say about the people we call “the possibilities”? Say: *Discovering prospects or possibilities is not an option; it’s a command.*

Distribute the handout with statistics about student population and student baptisms. Point out the obvious increase in population but decline in student baptisms. Ask: *What are you and your church doing to reverse this trend?*

Share these instructions: *No doubt, the students are out there. Now quickly get into groups of two or three and come up with two ideas adult leaders of students can use to discover the possibilities Flake talked about. Look at the ideas in the book and make them applicable for students, or share ideas that have worked in your church. Call for responses.*

Ask: *How do we get our students involved in this discovery of prospects?* Record ideas on the board as they are shared and explained.

Emphasize that knowing the possibilities must be a joint effort between students and student leaders.

Step 3—Enlarge the Organization (20 minutes)

Display the visual for Point 2 of Flake’s Formula. Briefly review Flake’s ideas about enlarging the organization. Ask: *As Sunday School leaders, do we plan for who’s coming to Bible study or for who we expect to reach?* Encourage debate over the issue.

Ask workers to stand in the center of the room while you read a statement. Direct them to move to the sign that describes how they feel after you read each statement. Encourage learners to share why they agree or disagree. Focus on the value of grouping and grading students for more effective teaching/learning.

- 1) Students learn best in large groups.
- 2) Students should be allowed to choose what Sunday School class to attend.
- 3) Students should be grouped by gender.
- 4) Every student should be assigned to an adult leader.

Step 4—Provide Space and Equipment (40 minutes)

Show the visual for Point 3 of Flake’s Formula. Explain that we’ll begin exploring this portion of the formula by conducting a space walk. If the Sunday morning space used for student Sunday School is available, move to that space. If not, give conferees a blank sheet of paper and ask them to draw their current Sunday School space. As you walk (literally or virtually) through the space, encourage leaders to identify the good, the bad, and the “needs improvement” areas. Ask: *What difference does the environment make? Is there space in your church that could become usable student*

space? Is there an off-site location where students could meet? Why does the author of the book suggest that students are the most flexible in regards to space? How can we begin to think outside the box for Bible study space?

Ask: *What equipment do you need to teach students in Sunday School? (students and the Bible)* Briefly discuss other useful equipment and supplies: Bible translations, curriculum, Bible dictionaries and concordances, video/DVD players, CD players, computers, tear sheets, markers, pencils, and more. Ask: *What innovative ideas can we use when space and equipment is less than ideal?*

Emphasize that curriculum is a tool we use to provide a balanced plan of Bible study. Distribute copies of the LifeWay Student Bible Study Strategies brochure. Spend time reviewing the different choices available. Guide conferees to consider the criteria their church uses to choose curriculum. Emphasize that regardless of the curriculum we use, the Bible is our textbook.

OPTION: If all conferees are from the same church and use the same curriculum, you may choose to review the Teaching for Spiritual Transformation page or the instruction material in the leaders’ guide.

OPTION: If your conferees are new workers, provide a step-by-step process for preparing next Sunday’s lesson. If your conferees are experienced, allow them to share how they prepare, what resources they use, and how they plan.

Step 5—Enlist and Train the Workers (30 minutes)

Display the visual for Point 4 of Flake’s Formula. Group learners into at least three teams. Provide markers and tear sheets. Direct them to draw and label an ideal student Sunday School worker, including qualities that are necessary for effective teaching and ministry. After five minutes, ask for teams to share.

Enlist two volunteers for an impromptu role play. Challenge them to present a role play of the wrong way to enlist a student Sunday School worker. Direct conferees to list on the board what was done wrong and how to correct it.

Ask: *How were you enlisted to work with students in Bible study?* Emphasize that regardless of how you were enlisted, you need to know what’s expected of you.

Direct workers to return to their teams. Provide another tear sheet and give these verbal directions: *Based on the ideal worker you created and the evaluation of the role play, develop a five-point covenant for student Sunday School workers in your church. Define covenant if needed (promise, pledge, commitment).*

After teams share, ask: *Where do you find student workers?*

Remind conferees that not everyone who wants to work with students should work with students. Discuss the value of background checks for all adults who work with anyone under age 18.

Guide a discussion of training by asking: *Now that you are a student worker, why do you need to be trained? What are some synonyms of the word train? (teach, coach, educate, instruct) Why is it necessary to train a volunteer leader to do a once-a-week job? Who is responsible for training you? (You are!)* Highlight training opportunities like this one that are offered by your church, your association, your state convention and LifeWay.

Step 6—Go After the People (closing; 20 minutes)

Show the visual for Point 5 of Flake’s Formula. Remind conferees of the work involved in getting students into Bible study. Ask: *What can you do to put a face on the possibilities we talked about earlier? Who can do a better job of reaching students—you or your students? Does that excuse you? How can you work with students to reach students who don’t know Christ?*

Distribute class rolls (or sample class rolls if actual rolls are not available). Say: *This is no longer a class roll; it is a ministry list.* Ask conferees to identify what information is given on their ministry list (name, address, phone, date of birth, e-mail address, school, attendance record and more). *How can you use this information for ministry purposes?* Remind conferees not to assume students have a personal relationship with Christ. Call for volunteers to share

examples of how they minister effectively to the students in their care. Challenge conferees not to wait until the next major crisis to minister. Brainstorm potential ministry opportunities in the lives of students (divorce, abuse, first job, new school, failing grades, breaking up with a boyfriend, getting accepted into college, extra-curricular activities, moving, etc.). Challenge workers to look for day-to-day occasions to connect with students; then, when the tough issues come, students will already be connected to a caring, Christian leader.

State: When we think of formulas that work, we typically think of Newton’s Law of Gravity and Einstein’s Theory of Relativity. These are proven formulas, time-tested, and valued. However, the most profound, never-changing formula is found in John 3:16: “For God loved the world in this way: He gave His One and Only Son, so that everyone who believes in Him will not perish but have eternal life” (HCSB). That’s our mandate to know the possibilities, enlarge the organization, provide space and equipment, enlist and train leaders, and go after the people! Flake’s Formula works; but only if we work the formula. Watch this clip, and let it be your challenge to Sunday School excellence as you work with students.

Show the ending segment of “Toy Story” as Woody and Buzz do whatever it takes to catch the moving van. End with Buzz’s quote: “To infinity and beyond!” Close in prayer.