



RELIGIOUS EDUCATION

Teacher's
MANUAL

*"For we are His workmanship,
created in Christ Jesus for good works,
which God prepared beforehand that we should walk in them."
-- Ephesians 2:10*



True Jesus Church

PREFACE

While general education affects the future of a person, religious education affects the growth of the church. Over the past several decades, our church has dedicated much time and effort in religious education by making great strides in counseling and cultivating the youth, and in training and developing future holy workers. Religious education has also tremendously affected the development of the holy work worldwide. We are therefore committed to making religious education more beneficial and effective for the church as time progresses.

The United States General Assembly (USGA) of the True Jesus Church has designed and implemented a progressive training program that offers opportunities for members to participate in the work of religious education. This Teacher's Manual contains materials beneficial to trainees and experienced teachers alike by providing information on the organization of Religious Education (RE), its policies and functions, and the necessary qualities and requirements of an RE teacher. This manual also serves as a teaching tool in the Religious Education Teacher Seminar and Workshop, as well as a guide for teachers in times of need.

Finally, this manual is designed to assist local churches and the General Assembly in achieving operational consistency and maintaining a high-quality religious education program.

May our Lord Jesus Christ bless us and grant us spiritual power and wisdom in working together for the growth of religious education.

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*Note: For simplicity, this manual uses the term “he” (male singular form) in reference to both sexes of student, teacher, and personnel in the Religious Education Department.
*All Scripture is taken from NKJV.

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INTRODUCTION TO RELIGIOUS EDUCATION



1.1 THE PURPOSES OF RELIGIOUS EDUCATION

The purposes of religious education are to:

1. Impart spiritual knowledge to the students, and build up a pure faith within them (2 Tim 3:15; Col 3:16).
2. Guide students toward Christ-like behavior, and teach them to live a Christian way of life (Prov 22:6; Mt 5:14-16).
3. Guide students to pray for the power of the Holy Spirit and to serve in the kingdom of God (Gal 5:22-23; Acts 1:8).
4. Train students to preach the good news and become effective witnesses with the power of the Holy Spirit and the word of God (2 Tim 4:2; Mk 16:15-18; Mt 24:14).

While learning is a continual process, the religious education (RE) program at the local church level is specifically designed to teach students from ages 4 to 22. The program is conducted in a systematic and progressive manner that aims to educate students about God's creation, care, love, commandments, salvation, and judgment toward mankind. Classes with different emphases are established in the Religious Education Department in order to meet the needs of students of varying backgrounds and levels. Post-graduate youth will be under the guidance of Religious Affairs.

Children are a heritage and blessing from the Lord and He seeks godly offspring from us (Ps 127:3; Mal 2:15; 3 Jn 1:4). It is our duty to teach future generations about the existence of God and His relationship with us. Moses set an excellent example when he said: "Hear, O Israel: The LORD our God, the LORD is one! You shall love the LORD your God with all your heart, with all your soul, and with all your strength. And these words which I command you today shall be in your heart" (Deut 6:4-6). Early education brings abundant benefits to a student. As recorded in Scripture, "Train up a child in the way he should go, and when he is old he will not depart from it" (Prov 22:6).

1.2 OUR BASIC BELIEFS

The religious education program is established and developed using biblical teachings as the foundation. These are the basic beliefs of the True Jesus Church.

- 1.** Jesus Christ, the Word who became flesh, died on the cross for the redemption of sinners, resurrected on the third day, and ascended to heaven. He is the only Savior of mankind, the Creator of the heavens and earth, and the only true God.
- 2.** The Holy Bible, consisting of the Old and New Testaments, is inspired by God, the only scriptural truth, and the standard for Christian living.
- 3.** The True Jesus Church, established by our Lord Jesus Christ, through the Holy Spirit during the time of the “latter rain,” is the restored true church of the apostolic time.
- 4.** Water Baptism is the sacrament for the remission of sins for regeneration. The baptism must take place in natural, living water, such as a river, sea, or spring. The baptist, who must already have received the baptism of water and of the Holy Spirit, conducts the baptism in the name of the Lord Jesus Christ. The person receiving the baptism must be completely immersed in the living water with head bowed and face downward.
- 5.** Receiving the Holy Spirit, evidenced by speaking in tongues, is the guarantee of our inheritance of the kingdom of heaven.
- 6.** The sacrament of Footwashing enables one to have a part with the Lord Jesus. It also serves as a constant reminder that one should have love, holiness, humility, forgiveness, and service. Every person who has received water baptism must have his/her feet washed in the name of Jesus Christ. Mutual footwashing may be practiced whenever appropriate.
- 7.** The Holy Communion is the sacrament to commemorate the death of the Lord Jesus Christ. It enables us to partake of the flesh and blood of our Lord and to be in communion with Him so that we can have eternal life and be raised on the last day. This sacrament shall be held as often as possible. Only one unleavened bread and grape juice shall be used.
- 8.** The Sabbath Day, the seventh day of the week (Saturday), is a holy day, blessed and sanctified by God. It is to be observed under the Lord’s grace for the commemoration of God’s creation and salvation, and with the hope of eternal rest in the life to come.
- 9.** Salvation is given by the grace of God through faith. Believers must rely on the Holy Spirit to pursue holiness, to honor God, and to love humanity.
- 10.** The Lord’s Second Coming will take place on the last day when He descends from heaven to judge the world: the righteous will receive eternal life, while the wicked will be eternally condemned.

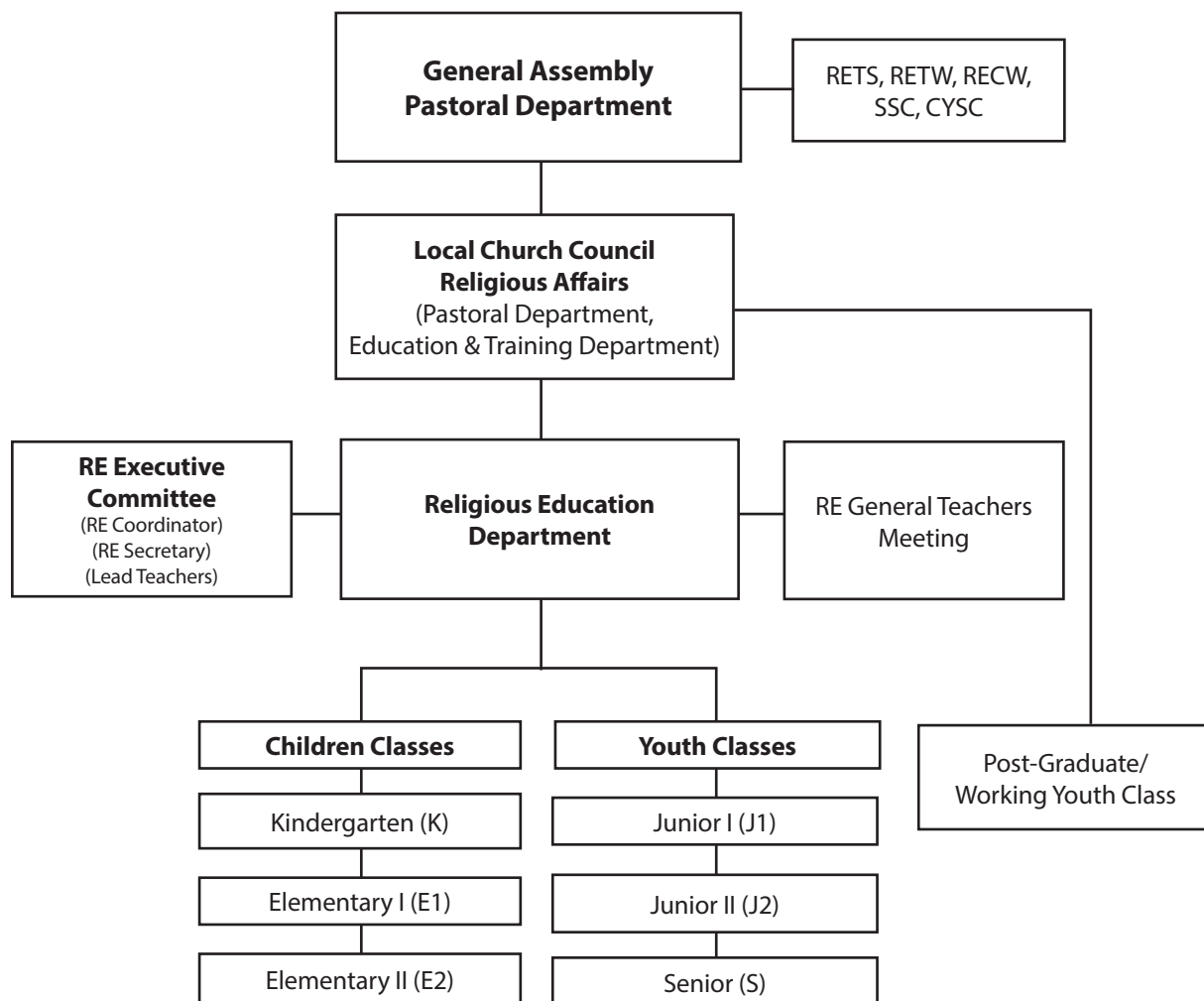
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UNDERSTANDING THE RELIGIOUS EDUCATION SYSTEM



2.1 ORGANIZATION

ORGANIZATION CHART FOR THE RELIGIOUS EDUCATION DEPARTMENT



2.1 ORGANIZATION

USGA PASTORAL DEPARTMENT

The Pastoral Department of the United States General Assembly (USGA) directs national RE-related works, including:

- Development of RE textbooks to help teachers to teach biblical teachings systematically.
- Design and implementation of training programs, such as the Religious Education Teacher Seminar (RETS), Religious Education Teacher Workshop (RETW), Religious Education Coordinator Workshop (RECW), etc.
- Assistance with regional Student Spiritual Convocations (SSC) or College Youth Spiritual Convocation (CYSC), parenting workshops, counseling workshops, etc.

The Religious Education Working Team (REWT) is set up under the Pastoral Department to assist with both national and regional RE-related work. In addition, through the USGA, all RE departments in the United States communicate and have fellowship with one another.

LOCAL CHURCH COUNCIL

Religious Affairs (Pastoral Department and Education and Training Department) of the local church council takes charge of RE-related work in the local church. The local church council is to appoint an RE Coordinator, an RE Secretary, and RE Teachers. It also needs to review and approve teachers on an annual basis to ensure the RE Department has qualified workers to serve in this ministry.

RELIGIOUS EDUCATION DEPARTMENT

To achieve the purposes of RE, every church and house of prayer is to establish its own Religious Education Department, which would be under the direct supervision of the local Religious Affairs and RE Coordinator. It should form a Religious Education Executive Committee. To facilitate a smooth operation, committees and ad-hoc task teams may be established at the local church level. Work is planned and executed as a team.

RELIGIOUS EDUCATION EXECUTIVE COMMITTEE

The Religious Education Executive Committee (REEC) is the administrative body within the Department. The REEC is headed by the RE Coordinator and consists of the RE Coordinator, the RE Secretary, and the Lead Teachers. The Religious Affairs of church council serves as an advisor.

RESPONSIBILITIES OF THE R.E.E.C.

Planning

1. Devise a theme statement, an annual plan, quarterly goals, and action steps for the Department. (See Appendix E.)
2. Provide needed resources for various needs in the Department.
3. Manage other administrative and personnel matters related to the Department.

Communication

1. Assess the status and progress of each class and provide constructive recommendations.
2. Resolve disputes among teachers and students, when necessary.
3. Evaluate and provide counseling to teachers who are negligent of their duties or whose conduct proves to be less than exemplary of biblical teachings and church council directives.

Training

1. Recommend to the church council candidates to be teachers.
2. Implement programs to train Teachers-in-Training and Intern Teachers in the areas of teaching, administration, and interaction with students and parents.

2.2 ADMINISTRATION

2.2.1 MEETINGS

MEETING PROCEDURES

Regular meetings may be held during the course of Departmental operations and special meetings may be called as the need arises. With the exception of emergency meetings, a two-week notice, along with a proposed agenda, shall be given to all intended attendees and guests. Upon receipt of this notice, the invitee(s) may submit proposal(s) to the issuer to be included in the agenda for deliberation.

Copies of the meeting minutes shall be distributed to all intended attendees and guests, as well as to the RE Coordinator and the RE Secretary, and are to be kept in the permanent files.

Passage of important issues requires a two-thirds majority of all the attendees eligible to vote.

GENERAL TEACHERS MEETING

A General Teachers Meeting shall be called by the RE Coordinator once a year or more frequently, if necessary. The purposes of the meeting may include:

1. Communicate RE annual plan and action plan with teachers.
2. Encourage and uplift the teachers to serve faithfully.
3. Discuss and resolve general matters pertinent to the Department.

All teachers should attend the meeting. Religious Affairs and the resident minister are to be invited. An ad-hoc committee or a task team can first study major or complicated issues before they are discussed and decided upon in the general meeting. Resolutions of major issues discussed at the General Teachers Meeting are to be submitted to the church council for approval before implementation.

CLASS TEACHERS MEETING

The Lead Teacher of each class shall convene a Class Teachers Meeting before the last week of each quarter to evaluate the past quarter, develop a work plan for the new quarter, coordinate utilization of resources, devise schedules, and resolve logistical and personnel issues within the class. During the meeting, supplemental teaching aids may be pursued or considered if they match the content of the lessons. The Lead Teacher may then assign fellow teacher(s) to collect and prepare such teaching aids for class use.

The Class Teachers Meeting may be held more often if the need arises. The RE Coordinator should attend the class meeting in order to fully understand the progress of the class.

RELIGIOUS EDUCATION EXECUTIVE MEETING

The REEC meetings shall be held quarterly or more frequently, if necessary. Religious Affairs can be invited to attend REEC meetings. Ministers and the previous RE coordinator can be invited to attend meetings, should the need arise.



"I planted, Apollos watered, but God gave the increase." (1 Cor 3:6)

2.2 ADMINISTRATION

2.2.2 CLASSES

In order to provide individualized attention to each student and maximize teaching effectiveness, the RE program at the local church should adopt a small class approach. In principle, the class size should not exceed twenty students and the age span of students in the same class should not exceed five years.

Each student is assigned to a class based on his age and grade level in school. There are currently six classes in a fully developed Department. Students should be placed in RE classes accordingly.

Children Classes

Kindergarten (K)	Ages 4 - 5
Elementary I (E1)	Grades 1 - 3 or ages 6 - 8
Elementary II (E2)	Grades 4 - 6 or ages 9 - 11

Youth Classes

Junior I (J1)	Grades 7 - 9 or ages 12 - 14
Junior II (J2)	Grades 10 - 12 or ages 15 - 17
Senior (S)	College students or ages 18 - 22

Post-Graduate/Working Youth Class (Under Religious Affairs)

Ages 23-40 who are working or in post-graduate studies

There are at least twelve weeks in each quarter. If a quarter has more than twelve weeks, the extra week(s) should be used for review on materials covered during the quarter.

The curriculum developed by the USGA is based on a three-year cycle for each class (Kindergarten only has a two-year cycle for ages four and five. Senior class has a four-year cycle for college youth.) There are four quarters per year and twelve lessons per quarter. Biblical teachings are systematically arranged with increasing levels of difficulty from the children to youth classes. It is important that RE classes at local churches take full advantage of this curricular structure to plan and implement their yearly, quarterly, monthly, and weekly teaching calendars according to the content and progress outlined in the textbooks.

SCHOOL CALENDAR & CURRICULUM

The RE year begins on September 1 and ends on August 31 of the following year. There are four quarters in each calendar year:

- **First Quarter, or Fall Quarter**
(September through November)
- **Second Quarter, or Winter Quarter**
(December through February)
- **Third Quarter, or Spring Quarter**
(March through May)
- **Fourth Quarter, or Summer Quarter**
(June through August)



*"And He Himself gave some to be apostles,
some prophets, some evangelists,
and some pastors and teachers,
for the equipping of the saints for
the work of ministry,
for the edifying of
the body of Christ."
(Eph 4:11-12)*

2.2 ADMINISTRATION

ENROLLMENT & GRADUATION

Every church member four years of age or older can enroll in the RE program. Prior to the beginning of a new school year (September 1), the RE Coordinator is required to register each eligible member for a class based on his age and grade level in school and complete a Student Record Card (Appendix A-1). The Student Record Card records the student's basic information. The Attendance Record Card (Appendix A-2) records the student's attendance. The Lead Teacher must update both quarterly. The Department is required to maintain updated Student Record Cards for internal use only. For members who are new to the area or are newly baptized during the school year, enrollment is processed immediately after arrival, or after receiving water baptism, respectively. Truth-seekers to the church may also attend the classes (preferably with the member(s) who invited them).

When a student transfers to another church, the RE Coordinator must make a copy of the Card for archiving and transfer the original Card to the RE Coordinator of the student's new church.

Students graduating from kindergarten, grades 3, 6, 9, 12, or college/university automatically advance to the next class level. A graduation is held during the RE Year-End and Opening Ceremony Service.

CLASS ROSTER

The Lead Teacher is required to maintain an up-to-date Class Roster (Appendix B-2) in the RE Class Record Book (Appendix B-1).

2.2.3 FINANCE

Two principles shall be followed when dealing with contributions or items of monetary value in the Department.

1. The offerings collected from each class shall be recorded in the RE Class Record Book. The total offerings should be submitted to the church treasurer or placed into the offering box with a note stating the date and contribution amount from the Department.
2. Upon approval by the Lead Teacher, the RE Coordinator, and the Religious Affairs /Education and Training Department, all expenses incurred by the staff of the Department may be claimed by submitting a reimbursement form with the receipts attached. If the expense is within the allotted budget (decided at the beginning of the school year), the amount will be reimbursed by the Financial Affairs Department of the local church. It is always good practice to let the Lead Teacher and/or RE Coordinator know of each purchase. Purchases in excess of the budget passed by the church council must be submitted to the church council for prior approval.



"His lord said to him, 'Well done, good and faithful servant; you were faithful over a few things, I will make you ruler over many things. Enter into the joy of your lord.'"
(Mt 25:21)

2.3 PERSONNEL

The RE Department consists of students and staff. As members of one body, all staff should participate in the operations of the Department and submit to the guidance of the church council. The staff includes the RE Teachers, the Lead Teachers, the RE Coordinator, and the RE Secretary. This chapter provides guidance on the qualifications, roles, and responsibilities of each

2.3.1 RE TEACHER

To ensure that there is a sufficient number of qualified church members to serve in the RE program, the Department must develop a progressive training program for those who have been approved to serve in RE. This should be a step-wise program with various seminars and workshops aimed to equip the trainees with the proper virtues, knowledge, and skills necessary for educating the next generation. Consequently, an RE class may have a combination of Teachers-in-Training, Intern Teachers, and teachers serving the same group of students. Except for Teachers-in-Training, each qualified member who serves in the RE program must have successfully passed the Religious Education Teacher Seminar (RETS).

Generally, the REEC should review all current teachers in June and recommend the new teacher list for the next school year to the church council in July for approval and appointment.

QUALIFICATIONS OF AN RE TEACHER

1. Be a member of the True Jesus Church for at least two years.
2. Be at least sixteen years of age.
3. Be filled with the Holy Spirit, as noted in Acts 6:3.
4. Exhibit good examples in faith, conduct, purity, speech, attire, marriage, and family according to biblical principles.

5. Have a full understanding of the basic beliefs and firm conviction in the doctrines of the True Jesus Church.
6. Have a good record of attending church services.
7. Have love and a desire to serve the Lord in the RE program.

ROLES OF AN RE TEACHER

- 1. An instructor (Rom 2:20; Acts 13:1)**
 - Teach students to know the Bible (2 Tim 3:14–17; Lk 2:46; 1 Tim 4:13)
 - Teach students to discern what is right and wrong (Prov 22:6; Rom 2:18; Eph 4:11–14)
 - Teach students to fear God and love man (Mt 22:36–40; Eccl 12:13; Rom 13:8–10)
- 2. A shepherd (Jn 21:15)**
 - Go before the sheep and be an example to them (Jn 10:4; 13:15; 1 Pet 5:3)
 - Lead the sheep to pastures and waters (Ps 23:2; Jn 10:9; Ezek 34:14)
 - Take care of the sheep (Prov 27:23; Gen 31:40; Ezek 34:15–16)
- 3. A nursing mother (1 Thess 2:6–8)**
 - Spend time and energy (2 Cor 12:14–15; 1 Thess 2:7–9; 1 Cor 9:19–23)
 - Teach students as if teaching own child (1 Thess 2:11–12; 3 Jn 2–4; Num 11:12–13)
 - Teach anytime and pray unceasingly (Heb 12:5–8; 1 Sam 12:23; Lk 22:31–32)

2.3 PERSONNEL

RESPONSIBILITIES OF AN RE TEACHER

1. Faithfully convey biblical teachings as well as lesson objectives to students.
2. Set an example in conduct, speech, attire, and behavior, as these will have a direct impact on the students.
3. Execute and fulfill the assigned work in a faithful and timely manner.
4. Work together with other teachers in the class to ensure smooth progress of the class.
5. Assist the Lead Teacher in the development and execution of the quarterly and annual work plan of the class and in holding Parent-Teacher Meetings.
6. Counsel students in matters related to their spiritual and physical lives when necessary.
7. Complete class records (worship service, attendance, offering, and activity) in an accurate and timely manner.
8. Attend General Teachers Meetings, Class Teachers Meetings, Religious Education Teacher Workshops (RETW), and other church seminar/workshop to improve spirituality and teaching skills.

TEACHER-IN-TRAINING

A candidate for Teacher-in-Training must meet the qualifications of an RE Teacher.

By recommendation of the REEC, and upon approval by the church council, the candidate will become a Teacher-in-Training in the Department. The Teacher-in-Training will be assigned to a specific class by the REEC and begin service in the RE program. The church council shall issue a Letter of Appointment (Appendix D).

During the training period, the Department will implement a progressive training program for the trainee to expand his involvement and experience in RE. (*See Teacher-in-Training Progressive Training Program in Section 2.3.3.*)

The Teacher-in-Training's appointment is for one year and may be renewed annually. When the opportunity arises, the Teacher-in-Training shall be approved by the church council to attend the Religious Education Teacher Seminar (RETS), organized by the USGA, for formal training to become an Intern Teacher.

INTERN TEACHER

Upon successfully passing RETS, the Teacher-in-Training becomes an Intern Teacher. Upon completion of the seminar, the USGA will issue a Certificate of Completion (Appendix C). Key factors to be considered in this transition include the candidate's reputation, conduct, scriptural knowledge, and his faith and devotion to RE.

The length of the internship shall be at least one year. A Letter of Appointment, which carries a one-year term, shall be issued to the Intern Teacher by the church council at the beginning of the next school year. The Department will implement a progressive training program to increase the roles and responsibilities (*see Intern Teacher Training Program in Section 2.3.3.*). Intern Teachers must be under the observation of an experienced teacher while teaching.

TEACHER

Upon successful completion of the internship program and having been deemed suitable to be an RE Teacher, the Intern Teacher shall be recommended by the REEC to the church council to be appointed as a teacher. At the beginning of the next school year, the church council will issue a Letter of Appointment. A teacher may be assigned by the REEC to a specific class either on an annual basis or for the duration of one year.

2.3 PERSONNEL

2.3.2 RELIGIOUS EDUCATION EXECUTIVE COMMITTEE

LEAD TEACHER

Each class of the Religious Education Department is coordinated by a Lead Teacher. The teachers of a class may suggest a lead teacher to the RE Coordinator. However, the RE Coordinator should work with the REEC to nominate the lead teachers. Generally, the names shall be submitted in July to the church council for approval and appointment.

The term of the Lead Teacher's appointment is one year. A person shall not serve this position for more than two consecutive years, unless the local church council approves of extending the appointment due to extenuating circumstances (e.g., small churches or remote areas where manpower is lacking).

QUALIFICATIONS OF A LEAD TEACHER

1. Meet the qualifications of an RE Teacher as stated in Section 2.3.1.
2. Have a solid record of devotion in serving the Lord.
3. Have served in the Department for at least two years.
4. Be familiar with the Department operations and administrative matters.

ROLES & RESPONSIBILITIES OF A LEAD TEACHER (Appendix H)

1. Coordinate with other teachers in the class and collectively develop and implement quarterly and annual work plans (Appendix E).
2. Manage resources available to the class and ensure smooth progress of the weekly classes.
3. Resolve logistical and personnel issues within in the class.
4. Create and maintain an environment conducive to learning in the classroom.
5. Convene and preside over the Class Teachers Meetings.
6. Lead teachers in regular and emergency visitations to students.
7. Lead teachers in Parent-Teacher Meetings and maintain good communication with parents.
8. Act as a liaison between students, teachers, and the RE Coordinator to improve the RE program.
9. Prepare, maintain, and safeguard class records on services, work assignments, scheduling, attendance, offerings, and class meeting minutes.
10. Safeguard and keep an inventory of the reference books, other teaching aids, class handout materials, and office supplies used by the class.
11. Carry out RE-related assignments as given by the RE Coordinator.
12. Counsel any teachers who are negligent of their duties or whose conduct proves to be less than exemplary of biblical teachings and church council directives.
13. Mentor Teachers-in-Training and Intern Teachers in the areas of teaching, administration, and interaction with students and parents.

2.3 PERSONNEL

RELIGIOUS EDUCATION SECRETARY

The RE Secretary shall be selected from experienced teachers who are gifted in administrative matters. The Secretary shall be recommended by the RE Coordinator to the church council for approval and appointment.

The term of the Secretary's appointment is two years. A person shall not serve this position for more than four consecutive years, unless the local church council approves of extending the appointment due to extenuating circumstances (e.g., small churches or remote areas where manpower is lacking).

QUALIFICATIONS OF AN RE SECRETARY

1. Meet the qualifications of an RE Teacher as stated in Section 2.3.1.
2. Have a solid record of devotion in serving the Lord.
3. Have served in the Department for at least two years.
4. Be familiar with the Department operations and administrative matters.

ROLES & RESPONSIBILITIES OF AN RE SECRETARY (Appendix G)

1. Assist the RE Coordinator in the operation and administration of the Department.
2. Compile and catalog correspondence issued and received by the Department.
3. Record and compile minutes of the REEC Meetings and General Teachers Meetings.
4. Maintain complete and accurate records of expenses incurred by the Department.
5. Maintain complete and accurate records of the property and equipment owned by the Department.
6. Maintain complete and accurate records on Department-related activities.
7. Maintain and update departmental files and library.
8. Assist each class in developing its own filing and record-keeping system.



*"As each one has received a gift, minister it to one another, as good stewards of the manifold grace of God."
(1 Pet 4:10)*

2.3 PERSONNEL

RELIGIOUS EDUCATION COORDINATOR

The RE Coordinator is responsible for the operation and administration of the Department. He should be appointed by the church council and must report to the council regarding all matters in the Department.

The term of the RE Coordinator's appointment is two years. A person shall not serve in this position for more than four consecutive years, unless the local church council approves of extending the appointment due to extenuating circumstances (e.g., small churches or remote areas where manpower is lacking).

Generally, the RE Coordinator is to be elected and appointed in June by the church council. This gives the existing RE coordinator time to train and transfer duties. The new term begins in September.

If the RE Coordinator is absent from his work for less than thirty days, the RE Secretary of the Department should automatically assume the Coordinator's duties. If the Coordinator is to be absent from his position for more than thirty consecutive days, he shall appoint a suitable substitute to carry out his duties and notify the Religious Affairs, the RE Secretary, and Lead Teacher of each class prior to his absence. If the Coordinator is unable to execute his duties for any reason for more than ninety consecutive days, he shall request a leave from the church council to appoint a substitute.

QUALIFICATIONS OF AN RE COORDINATOR

1. Meet the qualifications of an RE Teacher as stated in Section 2.3.1.
2. Have a solid record of devotion in serving the Lord for at least three years in the Department.
3. Be at least twenty-five years of age.

4. Be an experienced teacher with administrative and leadership skills.

ROLES & RESPONSIBILITIES OF AN RE COORDINATOR (Appendix F)

At the beginning of the school year, the RE Coordinator should remind all teachers of their purpose in serving in the RE ministry.

1. Plan and develop an annual plan, theme statement, goals (short-term and long-term), and action plans for the Department and all classes by working with all the Lead Teachers.
2. Lead and supervise the Department teachers in the spiritual growth of each class.
3. Coordinate the operation and administration of the Department.
4. Attend class worship and activities and evaluate teacher performance and teacher-student interactions on a regular basis.
5. Create and maintain an environment conducive to teaching and learning.
6. Provide support and resources needed to care for and educate the students.
7. Promote continued training of the teachers and ensure that they meet high standards.
8. Convene and preside over the REEC Meeting and General Teachers Meeting.
9. Safeguard the properties and records of the Department.
10. Represent the Department in the church council meeting.
11. Assist the church council on issues related to RE and function as a liaison between the Department and the church council.
12. Carry out any other RE-related assignments as directed by Religious Affairs or the church council.

2.3 PERSONNEL

2.3.3 TRAINING & CONTINUING EDUCATION

TEACHER-IN-TRAINING PROGRESSIVE TRAINING PROGRAM

After the candidate has been approved to become a Teacher-in-Training by the church council, the RE Coordinator should welcome him to the Department. The RE Coordinator should discuss with the Teacher-in-Training and assign him to a specific class, taking into consideration his preference as well as the church's needs. At this time, a copy of the Teacher's Manual and the Basic Beliefs should be given to the Teacher-in-Training so that he may familiarize himself with his role and responsibilities. As the year progresses, the Teacher-in-Training can follow this suggested training plan:

1st Quarter

1. Observe different experienced teachers two to three times. (Ensure Teacher-in-Training will not miss more than three Sabbath services per quarter.)
 - The teacher or Lead Teacher may debrief the lesson with the Teacher-in-Training (e.g., why the teacher delivered the story in a certain way, how a difficult situation with a student was handled, etc.).
2. Serve as an assistant, including tasks such as sitting next to a particular student, recording the class records, and passing out supplies.
 - Refrain from leading any part of the class.

2nd Quarter

1. Observe different experienced teachers two to three times.
2. Serve as an assistant, including tasks such as sitting next to a particular student, recording the class records, and passing out supplies.
 - Refrain from leading the lesson or story-telling.
3. Lead in-class activities and/or hymn singing with an experienced teacher observing (two to three times).
 - After the class, the teacher or Lead Teacher will provide feedback, including strengths, areas for improvement, and other suggestions.

Before 3rd Quarter

The RE Coordinator reviews if the Teacher-in-Training continues to meet the qualifications. If he does, ask the Teacher-in-Training to prepare for RETS. If he does not, the RE Coordinator should give constructive advice.

3rd Quarter - 4th Quarter

1. Observe different experienced teachers two to four times.
2. Plan an entire lesson with an experienced teacher. After the lesson planning, lead the lesson with the experienced teacher observing (at least two lessons).
 - After the class, the experienced teacher or Lead Teacher will use the RETS Practicum Rubric (see RE download link) as a guideline to provide feedback, including strengths, areas for improvement, and other suggestions.

Before the RETS

Lead at least two lessons with one or more experienced teachers observing.

- The experienced teacher(s) will provide feedback as in the 3rd quarter.
- The Lead Teacher will work with the RE Coordinator to assess if the Teacher-in-Training is ready to attend RETS.

2.3 PERSONNEL

RELIGIOUS EDUCATION TEACHER SEMINAR

The Religious Education Teacher Seminar (RETS) is an intensive training program specially designed to equip qualified church members with the proper foundation to serve as RE teachers. Participants must be at least 17 years of age. The local church council should review the Teacher-in-Training according to the qualifications of an RE Teacher and register him after approval. The seminar reinforces TJC basic beliefs and analyzes the biblical teachings. In addition, classes include lesson planning, understanding your students, classroom management, biblical counseling, etc. The tests and practicum given at the RETS evaluate each participant's level of biblical knowledge and ability to convey that knowledge in a classroom setting. During the practicum, each participant is evaluated according to a set of criteria listed in the RETS Practicum Rubric (see RE download link).

SEMINARS & WORKSHOPS

Religious education is a lifelong ministry that can and should be continually improved upon outside of mandatory training. In order to give their best to God and their students, teachers must strive for continuous advancement in spirituality and teaching by humbly praying for wisdom from above. Teachers should participate in periodic training and constantly develop their relationship with God so that they may be better equipped to carry out their duties. While serving God, all teachers are required to pass the RETS and attend any workshops held by the USGA or local church, such as RETW, Bible seminars, etc. This will allow teachers to evaluate their teaching, acquire knowledge from God's word, and cultivate their spirituality.

Like their students, teachers are lifelong learners. The Department can arrange peer observation among teachers to learn from one another.

INTERN TEACHER TRAINING PROGRAM

A Teacher-in-Training becomes an Intern Teacher upon successful completion of the RETS program.

During the internship, the Lead Teacher of that class and the RE Coordinator shall gradually increase the roles and responsibilities of the Intern Teacher. In addition, the Intern Teacher must be under the observation of a teacher while teaching. As the year progresses, the Department and the Intern Teacher should follow these steps:

- The Intern Teacher must lead the class from beginning to end with a teacher observing. The Lead Teacher, RE Coordinator, or a senior teacher should observe the Intern Teacher at least once per quarter for the first two quarters. Observations for the following quarters can be done on an as-needed basis (see *Intern Teacher Observation Checklist* at RE download link).
- Prior to observation, the Intern Teacher must submit a lesson plan to the observing teacher for review of strengths and areas for improvement.
- The REEC must evaluate and review if the Intern Teacher continues to meet the qualifications to determine whether he will be recommended to church council as a teacher for the next school year.

NOTE:

If the church lacks manpower, after two quarters, the REEC should decide whether the Intern Teacher is ready to teach alone, but still under the supervision of the Lead Teacher, by asking him to submit a lesson plan prior to teaching. After teaching the class, he should communicate with the Lead Teacher about the lesson.

2.3 PERSONNEL

2.3.4 OTHER ADMINISTRATIVE MATTERS

Members of the Department are required to observe the following principles in their execution of departmental affairs:

1. All correspondence issued by the Department to any sister church, the General Assembly, True Jesus Church-related organization, or an individual may be drafted by a staff member of the Department, but they must be signed by the chairperson of the local church council.
2. No one is allowed to be absent from assignments and meetings without a valid reason. If, for any reason, a teacher is unable to perform the assigned task or is unable to attend a meeting, he must notify the Lead Teacher, who in turn will inform the RE Secretary and the RE Coordinator in advance. Furthermore, the person who will be absent is responsible for finding a suitable substitute with ample notice to carry out the assignment.
3. Members must comply with meeting resolutions and submit to the church council's guidance and the guidance of the Holy Spirit.
4. Members must respect and maintain strict confidentiality at all times regarding matters dealing with personnel or other sensitive issues discussed in the meetings.
5. Teachers from outside the United States who have not gone through any RE training should attend the RETS before becoming an Intern Teacher.

TEACHER RESIGNATION

If a teacher should express the desire to resign, the RE Coordinator and/or the Religious Affairs of the local church should make every effort to understand the reasons behind such a decision (e.g., conflict between personnel, struggling with teaching, etc.). Once the reason has been determined, the RE Coordinator or Religious Affairs should try to resolve the problem before the acceptance of his resignation.

RETURNING TEACHERS

Returning teachers are members who have successfully passed the RETS, have received a Certificate of Completion, and would like to serve in the Department again after having not served in the Department for a period of time due to various reasons. The REEC should review each one based on the qualifications of an RE Teacher. They will be given a Letter of Appointment after the approval of the REEC and the church council. They should be observed as Intern Teachers and follow the step-wise training.

TRANSFERRING TEACHERS

Any current teacher who moves to another church due to studies, work, or family reasons can continue to serve. Before the teacher begins service, the REEC will need to welcome the teacher and find out what level of class he will be teaching. The local church council also needs to be notified and approve the assignment prior to teaching. Transferring teachers should observe the class for a quarter before teaching.

SUSPENSION OF DUTY

A teacher should be filled with the Holy Spirit and exhibit good examples in faith, conduct, purity, speech, attire, marriage and family according to biblical principles. If a teacher is found to be negligent of his duties as scheduled, to be a detriment to the holy work, or his conduct proves to be less than exemplary of biblical teachings and church council directives, then he shall be counseled by the Lead Teacher, the RE Coordinator, and, if necessary, Religious Affairs or the ministers of the local church. If no improvement is evident after repeated consultations, the church council shall take proper action, which may include suspending the person from service and revoking his duties in the Department. The appointment, suspension, or amendments of the position of an RE Teacher will be done at the discretion of the church council.



3.1 WEEKLY IN-CLASS WORSHIP SERVICES AND ACTIVITIES

Each RE class meets once a week and holds its class on Sabbath (Saturday) on church premises. The teaching format may vary due to the difference in students' ages, concentration spans, reasoning levels, and comprehension abilities. In general, weekly in-class worship services can be divided into several components. Other out-of-class activities sponsored by the Department may be conducted either on a regular or as-needed basis. Each of these activities is described as follows:

The length of weekly in-class worship services should be between one and one and a half hours (sixty to ninety minutes). Each session can be divided into several segments or components. The contents and duration of each segment are class-specific and may vary, as required.

CHILDREN CLASSES

1. Hymnal worship – 10 to 15 minutes.
2. Worship – Lesson or story-telling (including two prayers) – 30 to 45 minutes.
3. Activity – 20 to 30 minutes.

YOUTH CLASSES

1. Hymnal worship – 10 to 15 minutes.
2. Worship – Lesson or Bible study (including two prayers) – 40 to 45 minutes.
3. Activity – 20 to 30 minutes.

the quarter's overall teaching objectives. When a teacher has been scheduled to teach a lesson, he must prepare the lesson by reading through the Bible passages and the Teacher's Guide. He should avoid reading from the Teacher's Guide during the class, as it will interrupt the continuity of the lesson. He should gather the teaching materials and teaching aids ahead of time. Whenever feasible, the nature of the activities, hymn singing, and prayers should match the objectives of that day's lesson. Every class should begin and end with a prayer.

SPIRITUAL PREPARATION

It is necessary to prepare spiritually daily through prayer and Bible reading prior to teaching or planning the lesson. Without spiritual preparation, it will be difficult to lead students to have a heart of worship. As a result, the teacher has to make sure to pray specifically for God's help and wisdom so that he is able to teach through God's power and have conviction in His truth.

ARRIVE EARLY BEFORE CLASS

Teachers who are on duty should arrive at church at least twenty minutes before class to prepare before the class begins. The time between the arrival of the students and the beginning of a class is a valuable opportunity for teachers to communicate with students. Teachers should fully utilize this time to pray first, welcome students, and build rapport with them. A teacher's kind words and gestures will reflect his concern, care, and love for the students, and have a great impact on them.

3.1.1 PREPARATION

Teachers are required to briefly read every lesson in the Teacher's Guide for the quarter to grasp

3.1 WEEKLY IN-CLASS WORSHIP SERVICES AND ACTIVITIES

LESSON PLANNING

Why are lesson plans necessary? At the very least, a lesson plan forces critical thinking about what is to be conveyed and helps to organize thoughts. It can be written, visual, or mental and can span from general to detailed. A lesson plan helps to find evidence that proves the objectives are being met. During the planning process, here are some things to consider:

1. COMMUNICATING OBJECTIVES

When planning a lesson, what is the desired takeaway for the students? It may help to write the goal(s) down so that there is a reference to turn to as the planning progresses. This way, focus will stay on the teaching material and a steady course can be maintained. It also helps to share with the students at the beginning of the lesson what they will be accountable for knowing or doing. If time permits, a good way to check if the objective has been met is to review key points at the end of the lesson.

2. MENTAL SET/PRIOR KNOWLEDGE/REVIEW

Once the objective has been set, the first objective is to determine how to start the lesson. The first five minutes are crucial. The teacher can share a story, tap into something the students might already know, or simply remind them of the previous week's lesson. The purpose is to engage the students. This section doesn't have to be long. It is, as in the title, a way to mentally prepare the students so that their minds are in the class and not drifting elsewhere.

3. INSTRUCTIONAL STRATEGIES

Although the lesson material may be known, how to go about teaching the class can vary. Many teachers choose to lecture and, while there is nothing wrong with that, there are many other strategies that can be utilized to expand the learning and interests of all the students. Ideas can be found in any of the Teacher's Guides.

4. CHECK FOR UNDERSTANDING

It is not safe to assume that after the lesson has been taught, the students all understand everything or even learned something. Throughout the lesson, it is important to ask questions to be sure students are ready to move on to the next topic. Another way is to ask students to summarize main points to verify comprehension. If any ambiguity is found, unclear parts of the lesson should be retaught.

5. LIFE APPLICATION/INDEPENDENT PRACTICE

Many teachers view the lesson as being over when the main content is shared. But the most vital part of the class is what the students will walk away with. How will they put into practice what they have learned? Teachers need to provide opportunities for the students to engage in activities or discussions so that the lesson has a real impact on their lives once they leave the room.

6. CONCLUSION

Although it may not seem important, something to consider when planning a lesson is how to conclude it. It is a good time to once again evaluate whether the students have met the goal and understand the information taught. Confirmation can be attained via a quick review, asking them to share some final thoughts, or by posing a challenge to the students to put what they learned in class into practice in the coming week.

7. MATERIALS

A good lesson plan will help to identify the materials that need to be prepared. Even one missing teaching or activity material can affect the way the lesson turns out.

Note: *A lesson plan helps to outline the sequence of the information to be presented, from beginning to end. When preparing the content, it is important to hold back on complexities until the main idea is developed. As the information is being shared, it is also helpful to summarize previous points so that transitions are clear. Remember to also check for understanding and include life applications so students walk away with something to think about. A sample plan has been provided for new teachers to get an idea of how to pace and organize their lesson. (See Appendix I for a lesson plan template.)*

A Sample Lesson Plan

Title: Peter Denies Jesus Christ (EI class)	Scriptures: Mt 26:36-55; Lk 22:31-34, 54-62; Jn 18:1-18
Hymn: #492 (Let Others See Jesus in You)	
Memory Verse: "Let your light so shine before men." (Mt 5:16)	Materials: markers, name labels, pictures related to Jesus' time
Objective(s): 1. To learn Peter denied Jesus the night Jesus was arrested. 2. To challenge students to shine for God. To let others outside of church know that we are Christian and not hide our relationship with Jesus (by saying grace before lunch at school).	Prayer: (for Kindergarten and EI only) In the name of the Lord Jesus, we pray. Thank You, Lord Jesus, for dying for us on the cross. You are sinless, yet You died to save our souls. You have so much love for us. Thank You for forgiving our sins. Please help us to be Your good followers and obey Your teachings so that our friends can know we are Christians. Hallelujah! Amen.
Mental Set / Prior Knowledge / Review: Review last week's story about Jesus' prayer in the garden of Gethsemane; ask students to share a part of the story by going around the class until the story is finished.	Time: 5 min.
Lesson: (Teacher's Tasks)	Student's Tasks
Instructional Strategies (Bible Story) Story-telling, ask them to carefully listen to the conversations 1. Jesus was arrested <ul style="list-style-type: none"> - Judas' action - Peter's action - Jesus' reaction 2. Peter and John followed Jesus <ul style="list-style-type: none"> - Peter followed Jesus to the courtyard of Caiaphas' house 3. Peter's denial <ul style="list-style-type: none"> - 3 people recognized Peter - Peter swore that he did not know Jesus - Jesus looked at Jesus - Peter ran out to cry 	<ul style="list-style-type: none"> - Actively listening and answering questions - Write down what the teacher instructs on the note book 15 min.
Check for Understanding: 1. How many times did Peter deny knowing Jesus Christ? 2. How do you think Jesus Christ felt when Peter said he didn't know the Lord? 3. How would you feel if one of your friends said he did not know you? 4. How did Peter feel at the end? <ul style="list-style-type: none"> - Ask the students to memorize the memory verse. - Ask the students to do the workbook exercises. 	<ul style="list-style-type: none"> - Answer the questions - Memorize the memory verse - Share their thoughts by picking out a name (drawn from a bag) for each question (if more than 4 students, ask another to share their thoughts on #3) - Fill in answers in the workbook 10 min.
Life Application: <ul style="list-style-type: none"> - Discuss the question of saying grace before meals at school or in front of friends - Give out instructions to make "PRAISE" stickers 	<ul style="list-style-type: none"> - Answer honestly how they say grace in front of friends - Make stickers - Clean up 10 min.
Conclusion: Ask students to close their eyes and imagine what Jesus Christ was feeling at the moment Peter denied Him. Then ask students to open their eyes and ask each of them to share one thing they learned. End with a prayer. Encourage students to say their grace with God's help over the course of the following week.	

3.1 WEEKLY IN-CLASS WORSHIP SERVICES AND ACTIVITIES

3.1.2 TEACHING AIDS

RE TEXTBOOKS TEACHER'S GUIDE

Approximately one month prior to the beginning of each quarter, the Lead Teacher should print a copy of the Teacher's Guide for class reference and send a link to the guide to each teacher. Teachers are required to read every lesson in the Teacher's Guide briefly to grasp the overall teaching objectives for the new quarter. Having a clear understanding of the objectives and of the students' needs, the teachers may then proceed to plan resources, assign work, and prepare the individual lessons.

REFERENCE BOOKS

Each class is encouraged to collect, purchase, and categorize reference books pertinent to its teaching goals. Special attention should be given to maps, illustrations, pictures, posters, and other graphics that depict or summarize biblical events. Maps and illustrations are important tools for conveying issues or events that are difficult to understand, especially for children.

DISPLAY ITEMS & VISUALS

Items that are mentioned in the lessons or related to the lesson topics, such as flowers, plants, seeds, or other objects, may be brought into the classroom to facilitate teaching and learning.

AUDIO/VIDEO

Audio/video of biblical events, geography, and history, as well as recordings of hymn presentations, visitations, and church history, may be used in the class.

3.1.3 CLASS OFFERINGS

Offerings should be encouraged in all classes. Some classes, especially Kindergarten and Elementary, may choose to ask the students to offer tithe before class begins, as they walk into class. Others may choose to ask the students to tithe after class. The offerings received should be recorded in the Class Records (Appendix B-5), and the offerings should be submitted to the church treasurer or deposited in the offering box with a note stating the date and amount of the contribution from the Department.



*"Him we preach, warning every man and
teaching every man in all wisdom,
that we may present every man
perfect in Christ Jesus."
(Col 1:28)*

3.1 WEEKLY IN-CLASS WORSHIP SERVICES AND ACTIVITIES

3.1.4 HYMNAL WORSHIP

Hymn singing and prayer are the two most common forms of praising the Lord. Singing hymns is a form of praise (Ps 150) and is an essential and integral part of worship. Through music, one may express his reverence and love toward God. Many hymns wonderfully depict and reflect the trials and joys of being a Christian. Praising the Lord in this way can help us to remember all the good things God has done (Ps 98:1).

A. THE GOALS OF HYMNAL WORSHIP

“Speaking to one another in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord.” (Eph 5:19)

“Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord.” (Col 3:16)

1. To speak, sing, and make melody in our hearts to the Lord.
2. To worship Him through psalms, hymns, and sacred songs.
3. To store the word of God richly in our hearts so that we can meditate on it all the time and encourage one another through psalms and hymns.
4. To give thanks and praise to the almighty God from understanding and experiencing His grace and marvelous work.

B. HOW TO PREPARE

1. Make sure that the chosen psalm, hymn, or sacred song is related to the lesson of the day.
2. Study the lyrics carefully; find and circle the key word(s) of the psalm/hymn/song. From the key word(s), determine the appropriate mood, speed/tempo, and dynamics. This will help the students to appreciate the hymns even more.
3. Study the melody and rhythm, and master the difficult parts.

4. Recognize the pattern or form of the music so that the students can memorize it more quickly.
5. Add appropriate hand and/or body motions or musical instruments to enhance the learning.
6. Pick a comfortable vocal range in which to sing.

C. HOW TO TEACH THE PSALMS/HYMNS/SACRED SONGS IN EACH CLASS

A. Kindergarten: Teach Bible songs

1. Write the lyrics on the board.
2. Recite the lyrics first.
3. Explain the meaning of the song and its relationship to the lesson of the day.
4. Demonstrate the song once (can be with or without piano/CD).
5. Teach the melody phrase by phrase.
6. Have the students repeat the melody phrase by phrase after your demonstration.
7. Sing the entire song together.
8. Add appropriate hand and/or body motions or percussion instruments.
9. Sing with motions or instruments.

B. Elementary 1 and Elementary 2: Teach hymns

1. Follow the same procedure as in Kindergarten.
2. Before singing the entire song together, point out the pattern or form of the music to help the students memorize it more quickly.
3. For Elementary 2, in addition to explaining the meaning of the hymn, the teacher can point out the Bible verse under the title of the hymn for reference.
4. The students can try to sing in two parts: soprano plus alto parts.

3.1 WEEKLY IN-CLASS WORSHIP SERVICES AND ACTIVITIES

C. Junior 1: Teach both hymns and psalms

For teaching hymns:

1. Follow the same procedure as before. (Do not need to demonstrate phrase by phrase if there is no truth-seeker.)
2. The teacher can analyze the lyrics in more detail and point out lyrics that are actually Bible verses.
3. The teacher can include background information about the lyricist and composer.
4. Students can practice in four-part harmony.

For teaching psalms, the teacher needs to explain some important teachings in psalms first.

1. Ask the student to read the psalm and circle the important word(s).
2. Ask the student to identify if each verse applies repetition, enhancement, or contrary technique from parallelism.
3. Recite the important word(s) with emphasis.
4. Recite the psalm with proper emotion.
5. If there is music based on the particular psalm, the teacher can teach it in the class.

D. Junior 2 and Senior: Continue teaching both hymns and psalms

1. Follow the procedure from Junior 1.
2. The teacher can introduce master pieces of sacred music from master composers, such as J. S. Bach and Handel, to elevate their musical taste.
3. Encourage students to write their own songs to praise God.

3.1.5 WORSHIP & LESSON

This is the main segment of the weekly RE class. Through lessons or storytelling, the teacher instructs students in biblical teachings and conveys to them the grace, love, and mercy of the Lord towards mankind. Emphasis is placed on the roles and responsibilities of being a good Christian in the family, church, and society. For the children classes (K, E1, and E2), the subject material is usually presented via story-telling. For youth classes (J1, J2, and Senior), the material is most often presented with a combination of lessons, discussions, and questions and answers.

The lesson shall be preceded by hymn singing and prayer. Youth classes may pray in tongues while the teacher of the children classes may lead the class in a prayer in understanding so that students can follow.

Before delivering the lesson or telling the story, teachers must first prepare and maintain a comfortable environment conducive to learning. The classroom temperature, lighting, and level of noise should be well maintained. During the lesson, the teacher should be aware of the education level, language proficiency, and concentration spans of the students.

While telling the story or delivering the lesson, the teacher must be enthusiastic, engaged, and filled with the power of the Holy Spirit. Proper tone of voice, choice of words, and facial expressions are crucial to instilling a correct and lasting impression in the hearts of the students. Other teachers assisting the class are responsible for maintaining an environment conducive to learning. At the discretion of the Lead Teacher, the assisting teachers' efforts may include, but are not limited to, seating students who arrive late, handing out materials, calming hyperactive students, etc.

3.1 WEEKLY IN-CLASS WORSHIP SERVICES AND ACTIVITIES

Memory verses are selected for each lesson to match the topic of the story and to emphasize the key message of the lesson. Each week, students are required to memorize the Bible verse for recitation the following class session and at the end of the quarter. Past experiences indicate that students often benefit from memory verses and that they are a great source of help in times of need. The worship session is concluded with a prayer in tongues for all classes.

3.1.6 ACTIVITY

The activity period is designed as an extension or a supplement to the lesson. It can be used to reinforce the objectives of the lesson and/or to cultivate the students' skills in serving the Lord. It not only provides opportunities to review the contents of the lessons (e.g., via drawings, small crafts, sing-along), but also offers a hands-on experience for students to integrate the messages they have just learned (e.g., via discussions, question and answer sessions).

Depending on the class level, the activity period may consist of arts and crafts, action singing, hymn singing, hymn leading, team sports, field trips, essay writing, discussions, interpretation training, prayer, testimonies, debates, desktop publishing, question and answer sessions, cleaning, or gardening.

Teachers are encouraged to let the students take home their finished works and show them to their family members. Teachers may also select portions of the students' art for the Year-End Religious Education exhibition.

3.1.7 CLASS RECORDS (Appendix B-5)

RE Teachers are required to record their in-class and out-of-class activities on a weekly basis in the RE Class Record Book developed by the USGA (Appendix B-1). This will allow the RE Coordinator to review the Record Book periodically to follow the status of each class. The Record Book can also be a reference for the new Lead Teacher or RE Coordinator.

The teacher is required to record attendance, class content, the name of the speaker, offerings received, and the time of service. If a student attends class at other True Jesus Church locations, a Verification of Religious Education class attendance (Appendix J) should be given by that class' Lead Teacher for record-keeping.

The Student Record Card (Appendix A-1) records the student's basic information, while the Attendance Record Card (Appendix A-2) records overall attendance. The Lead Teacher must update both quarterly.

At the end of the school year, the Lead Teacher shall hand in the Class Record Book to the RE Secretary, and it shall be retained in the Department for at least 3 years.



*"Let all things be done decently
and in order."
(1 Cor 14:40)*

3.2 OUT-OF-CLASS ACTIVITIES

In addition to in-class activities, other events or activities may be conducted outside of class; these are also integral parts of the RE program. This section briefly describes these events and activities.

3.2.1 VISITATIONS

A good shepherd must monitor the condition and the well-being of his sheep. In addition to meeting the students weekly in class, RE teachers can maintain good communication with students and their parents by visiting their homes. Visits may be conducted regularly or on an emergency basis. An emergency visit is primarily in response to unforeseen events in a student's life, such as a sudden illness or injury, or absence from the class for more than two consecutive weeks. The frequency of emergency visits is determined by the inciting circumstances; however, teachers should visit the homes of each of their students at least once every six months. Teachers can use the visitation to share their evaluation of the student with his parents and seek their feedback, to get to know the student and his family better, and to build rapport with the student and his parents. The RE Coordinator should be informed in the event that extraordinary circumstances should arise in a student's physical and spiritual welfare during these visits.

3.2.2 FELLOWSHIP MEETINGS

The fellowship in the early apostolic church recorded in the Acts of the Apostles expressed itself in a spirit of teaching, community living, and praying. They gathered daily to learn the works of God, minister to one another, and care for one another's spiritual needs. So great was this spirit that they even shared their properties freely. They also met in homes for the breaking of bread—commemorating Jesus' death as they partook in meals together. In their fellowship, they continued to renew their devotion to Christ and to one another. With a newfound relationship with God and His people came a desire to commune through prayer. They not only participated in the hours of prayer at the temple, but also prayed together in their homes. Their love, compassion, and devotion attracted many.

We need to practice this kind of fellowship in our meetings whether in-class or out-of-class. The guidelines should be as follows:

1. Begin and end the fellowship with prayers (if truth-seekers are present, praying in understanding is encouraged for edification).
2. Sessions within the fellowship should consist of hymn singing, testimonies, and Bible-related activities.
3. Be careful not to include any forms of secular entertainment or secular music.
4. The objectives of the fellowship should be godly, with a range of edifying activities and/or Bible studies to enhance one's spirituality.
5. Show courtesy by cleaning up before leaving, regardless of fellowship location.

3.2 OUT-OF-CLASS ACTIVITIES

3.2.3 RE YEAR-END & OPENING CEREMONY SERVICES

In addition to visitations, the Department uses a series of special occasions to promote communication between teachers and parents. The congregation and parents are always welcome to take part in these activities. As a tradition, the Department presents a special service to mark the end of the school year in August. It is equivalent to an open house of the RE program that combines special services and exhibits.

The RE Year-End and Opening Ceremony is held at the end of the school year (mid-August to early September). Outstanding students from each class in the areas of attendance, conduct, and biblical knowledge (as determined by class records and examination scores) are recognized at this special occasion with certificates or other mementos. Each class may also present a special program sharing the lessons the students have learned in the past twelve months. Selected student artwork may also be displayed in the classrooms.

SAMPLE RE YEAR-END & OPENING CEREMONY PROGRAM

- Hymnal
(RE Coordinator)
- Prayer
(RE Coordinator)
- Words of Encouragement
(Ministers or Religious Affairs)
- RE Presentations
(Lead Teacher: all RE classes)
- RE Awards and Graduation
(Lead Teacher: all RE classes)
- Distribute Letters of Appointment;
Certificates of Completion, if needed
(RE Coordinator, Religious Affairs)
- Introduce New Classes and Teachers
(RE Coordinator, Lead Teachers)
- Hymnal
(RE Coordinator)
- Concluding Prayer
(RE Coordinator)

3.2 OUT-OF-CLASS ACTIVITIES

3.2.4 OTHER ACTIVITIES

Many in-class and out-of-class activities limit participation mainly to students of the same class. To promote unity in the church and to strengthen fellowship, all classes in the Department are strongly encouraged to organize departmental activities. These activities may include but are not limited to monthly prayers, hymn singing, testimonies, and special events. The frequency of these activities will be decided by the RE Coordinator in consultation with the Lead Teachers.

If resources are available, the Department is encouraged to organize an annual Sports Day. This is an outdoor program conducted in an informal setting for fellowship and fun. The program is to be decided by the Department, and may include races, team sports, or group games. This is a special day for children, youths, and adult members alike.

3.2.5 SAFETY GUIDELINES FOR OUTDOOR ACTIVITIES

Field trips or outdoor activities give students the opportunity to be acquainted with God's creation. Each outdoor activity or field trip should supplement and enrich curricular experiences. The activity leader should plan ahead and define the objectives and content of the activity. If necessary, the teacher should visit the activity location beforehand to become familiar with the surrounding environment. At the destination, the teachers should wait until all students assemble. Teachers should use this time to discuss rules, safety precautions, and other pertinent information. Upon return, activities should be reviewed.

GUIDELINES

1. The local church council must approve the activity. If possible, Religious Affairs should accompany the students for on-site supervision.
2. Parents must sign a consent form for students below the age of eighteen and provide an emergency contact telephone number (Appendix K).
3. Teachers must prepare and bring along a first aid kit (Appendix L).
4. Teachers must understand the physical condition of each student (e.g., allergies, asthma, etc.).
5. Teachers should recommend that students wear comfortable shoes and clothing.
6. Students must not be allowed to bring any toys, video games, etc.
7. Students and parents must be informed of the rules and guidelines for each outdoor activity or field trip.
8. Field trips must begin and end with a prayer asking for God's guidance and protection.

4

UNDERSTANDING YOUR STUDENTS & EFFECTIVE TEACHING



4.1 UNDERSTANDING YOUR STUDENTS

TODDLER STAGE (2-3)

	Characteristics	Pedagogic Application
BODY	<ol style="list-style-type: none"> 1. Very active, running & jumping 2. Get tired easily 3. Muscles not fully developed 4. Coordination not controlled 5. Get sick easily 6. Vocal cords not fully developed 	<p>Provide activities that involve physical movements (e.g., songs with motion)</p> <p>Design short activities that are not too strenuous</p> <p>Offer simple handcrafts/activities that promote a sense of accomplishment</p> <p>Simplify crafts and/or activities with limited use of scissors and crayons</p> <p>Encourage personal hygiene, such as washing of hands before eating</p> <p>Use simple, familiar tunes, with ample repetition</p>
MIND	<ol style="list-style-type: none"> 7. Attention span is very short 8. Very curious, love to touch things within reach 9. Learn through tactile approach 10. Like familiarity & repetition 11. Limited vocabulary 12. Short memory, need constant reminders 13. Like to draw 14. Learn through playing 	<p>Limit story-telling time to between 5 and 10 minutes</p> <p>Avoid dangerous and fragile items</p> <p>Teach through visual aids; use of lots of objects is necessary</p> <p>Arrange familiar activities, and repeat Bible stories</p> <p>Use simple words during story-telling or prayer</p> <p>Need several classes to explain a topic, need reminders for many things</p> <p>Provide drawing activities, encourage imagination</p> <p>Provide games when learning the truth</p>
MOOD	<ol style="list-style-type: none"> 15. Like familiar surroundings 16. Fear strangers 17. Mood unstable 18. Sensitive to surroundings 	<p>Maintain the same classroom design</p> <p>Arrange familiar teachers; do not keep changing new teachers</p> <p>Give a sense of security by being gentle</p> <p>Ensure sufficient lighting in classroom, soft wall colors, limit noise level</p>
SOCIAL SKILLS	<ol style="list-style-type: none"> 19. Strong dependence, yet like to show independence 20. Self-centered, selfish 21. Like to say "no," rebellious stage 	<p>Give necessary help; let the children do what they can</p> <p>Teach the children to get along with others and to share things</p> <p>Understand possible meanings of "no": "can't do it," "don't understand," "why?"</p>
SPIRITUALITY	<ol style="list-style-type: none"> 22. Imitate adults, including attitude toward God 23. Do not understand many truths, but able to feel 24. Know how to thank the heavenly Father 25. Like to listen to Bible stories 26. Able to understand the love of God 	<p>Teach biblical truths and give correct demonstration</p> <p>Show children the meaning of a godly life via actions and attitudes</p> <p>Teach them to give thanks in all things</p> <p>Open the Bible when telling stories, need repeated elaboration</p> <p>Exemplify and emphasize God's love and protection by showing them love and telling them how much God loves them</p>

KINDERGARTEN STAGE (4–5, K CLASS)

	Characteristics	Pedagogic Application
BODY	<ol style="list-style-type: none"> 1. Fast development, non-stop activity 2. Big muscles begin to develop (need to stretch hands and feet) 3. Small muscles developing 4. Vocal cords developed 	<p>Provide activities that involve physical movements</p> <p>Vary activities so the students do not need to sit for too long at one time</p> <p>Include more coloring and crafts involving cutting and pasting</p> <p>Begin to teach songs that are a little longer and add some hymnal related activities</p>
MIND	<ol style="list-style-type: none"> 5. Attention span is very limited 6. Limited vocabulary 7. Active imagination, cannot discern between fiction or real-life stories 8. Limited understanding of time & space 9. Cannot understand abstract explanations 10. Like to listen to stories 11. Can repeat biblical terms but unable to understand the meaning 12. Like to ask questions, strong sense of curiosity 	<p>Limit story-telling time to 10 to 15 minutes</p> <p>Use simple words during conversation</p> <p>Hold the Bible when telling Bible stories, relate that the word of God is real and is different from folk tales or legends</p> <p>Describe time & space using words such as "today," "tomorrow," "a long time ago," "a place far away," etc.</p> <p>Speak using clear and precise statements</p> <p>Tell edifying stories</p> <p>Check that students understand the terms they are using by asking "What does _____ mean?"</p> <p>Give simple answers to the questions asked</p>
MOOD	<ol style="list-style-type: none"> 13. Mood swings tend to be unstable: will get angry suddenly, but will totally forget after a few minutes 14. Reduced outbursts of anger 15. Possess a certain sense of fear 16. Mood swings reflect the adults 	<p>Stay calm when there are problems among the children, they usually reconcile before adults even try to help them</p> <p>Teach methods of resolving problems if situations of anger arise</p> <p>Minimize emphasis on the horror sections of a story and do not teach children by trying to scare them</p> <p>Be gentle and firm, giving a model example in action</p>
SOCIAL SKILLS	<ol style="list-style-type: none"> 17. Begin to search for likable friends 18. Often quarrel and fight during play time 19. Strong sense of self, often use "I" or "me" in speech 	<p>Encourage the child to play with everyone and not just a few friends</p> <p>Remain calm and fair when dealing with student problems</p> <p>Remind students to learn to share and to love others as themselves</p>
SPIRITUALITY	<ol style="list-style-type: none"> 20. Understand Jesus' love through love from adults 21. Faith toward God is expressed through faith in adults 22. Can learn to know God through worship 23. Have a certain level of understanding regarding good & evil 	<p>Exercise love when dealing with students</p> <p>Arrange a suitable level of worship</p> <p>Teach appropriate behavior during worship hours in the chapel</p> <p>Teach the truth about repentance and forgiveness of sins</p>

EARLY ELEMENTARY/PRIMARY STAGE (6–8, E1 CLASS)

	Characteristics	Pedagogic Application
BODY	1. Fast development, non-stop activity	Increase levels of difficulty in activities as the students become more physically able
	2. Big muscles begin to develop (need to stretch hands and feet)	Limit time spent on each activity; need a balance between times of quiet and action
	3. Small muscles developing	Encourage student involvement with more cooperative group games; show respect to everyone
MIND	4. Strong sense of imagination	Encourage the use of imagination but help the students to discern fact from fiction
	5. Still think according to the words on paper, cannot understand the abstract	Use familiar analogies and parallels that the students can relate to, just like how Jesus taught (use the familiar to teach the unfamiliar)
	6. Concept of time & space is still limited	Be careful when describing time & space
	7. Reading ability gradually strengthens	Encourage reading story books that promote spirituality
	8. Excellent memory	Encourage memorizing Bible verses
	9. Deductive thinking is still limited	Repeat content regarding abstract terms & truth
MOOD	10. Easy outbursts of emotion, very sensitive	Respond appropriately to maintain control of classroom; use judgment when sharing Bible story details
	11. Adorable stage: like to please the teachers and receive praise	Pay special attention to give praise and encouragement; easy to discipline
	12. Full of compassion & care for others	Nurture students to help & to serve others, treat them fairly
	13. Still tend to fear & withdraw	Provide sense of security
SOCIAL SKILLS	14. Make friends easily	Help them to make friends
	15. Like to please the adults	Establish teacher-student relationship
	16. Like to cooperate & not compete	Promote cooperation by offering group projects/activities
	17. Good social skills, desire acceptance from others	Be careful not to promote hypocrisy when teaching
SPIRITUALITY	18. Still like to quarrel with friends, always change their best friends	Place emphasis on teaching students to love one another; encourage spirit of giving instead of selfishness
	19. Simple faith, interested in a life of faith; will initiate prayer	Use systematic way of teaching faith & the truth, encourage prayer
	20. Curious about death & heaven	Explain the truth of salvation
	21. Like to attend RE classes	Nurture their interest in Bible reading and church activities
	22. Learn to differentiate between real-life biblical stories and fairy tales or legends	Emphasize that the Holy Bible contains the words of God & is not a common book
	23. Learn moral teachings of good & evil	Emphasize the moral aspects of the Bible
	24. All spiritual experiences come from imitating adults	Set a good example, share more spiritual experiences with students

UPPER ELEMENTARY/PRIMARY STAGE (9–11, E2 CLASS)

	Characteristics	Pedagogic Application
BODY	1. Generally healthy	Encourage healthy eating habits
	2. Active	Plan for periodic outdoor activities/fellowships
	3. Begin to step into puberty stage, get hungry easily	Prepare food & snacks if their time in church is especially long
	4. Girls become taller than boys toward later stage	Teach them how God values their character; build healthy self-esteem
	5. Increase in stamina	Have challenging & difficult activities
MIND	6. Like to collect things	Include more challenging activities
	7. Very creative	Provide creative and Bible-related activities
	8. Begin to think & deduce	Use pedagogy that enhances critical thinking
	9. Like asking questions	Provide satisfactory and biblical answers
	10. Have good memory	Encourage memorization of Bible verses
MOOD	11. Limited understanding of profound & abstract matters	Explain abstract terms
	12. Increased reading ability and comprehension	Nurture interest in reading the Bible & Christian materials
	13. Express emotions easily	Provide routines that help students to quiet down and get ready to focus
	14. Short tempered, lose patience	Teach students how to control emotions and appropriate ways to express emotions
	15. Like humor	Include some humor while teaching
SOCIAL SKILLS	16. May have feelings of withdrawal (may be scared & anxious, etc.)	Show care & concern; teach them the importance of relying on God
	17. Loyal toward friends of the same age more than parents or teachers	Encourage friendship but stress the importance of respecting parents and elders
	18. Like to make friends of the same gender	Separate into girl & boy groups for group discussion occasionally
	19. Loyal to groups or teams	Teach students how to discern negative peer pressure
	20. Enjoy competitive games or activities	Provide competitive games where everyone can participate; e.g., Bible verse games
SPIRITUALITY	21. Like to joke around, may make fun of others	Encourage healthy jokes without hurting others' feelings; teach mutual respect
	22. Admire favorite teachers & classmates	Suggest some Christian biographies for students to read; set good examples; share your personal faith and convictions
	23. Maturity in accepting the way of salvation	Talk about salvation seriously; share with them how God changed your life
	24. Worship heroes	Teach stories of Bible heroes and spiritual characters, provide good Christian living examples
	25. Can study the Bible & pray	Encourage daily spiritual cultivation (prayer and reading the Bible)
SPIRITUALITY	26. Can accept a deeper level of Bible teaching	Help the students to discover the teachings from the Bible
	27. Concerned over the souls of others	Encourage students to pray and/or bring family members or friends to the Lord

EARLY TEENAGER STAGE (12–14, J1 CLASS)

	Characteristics	Pedagogic Application
BODY	<ol style="list-style-type: none"> 1. Fast physical growth, unstable 2. Girls' weight & height develop more quickly than boys' 3. Sexual organs develop rapidly; girls mature more quickly than boys 4. Vocal cords gradually develop & mature 5. Rapid growth, clumsy actions 	<p>Let the students know that it is God's wonderful design that they are going through some rapid physical changes and that it is all very normal Encourage self-acceptance and discourage teasing of any kind</p> <p>Let the students know that our sexual development is all a part of God's design and that we should look at our changing self with proper care and not be influenced by the media Encourage students to praise God, whether it be through song or otherwise Control certain activities that are not godly</p>
MIND	<ol style="list-style-type: none"> 6. Like to criticize, judge easily, make fast conclusions 7. Use rationality in many matters, but own understanding is limited because of lack of experience 8. May think seriously 9. Develop ability to deduce, can understand abstract concepts 10. Good memory, but ask for reasons 11. Like to dream, may be connected to rapid physical growth 	<p>Understand that the teacher's actions and stature become very important</p> <p>Be able to satisfy students in their questions; they may need counseling in many areas</p> <p>Ask more questions that promote critical thinking Train them in thinking & resolving problems</p> <p>Ask them to memorize Bible verses logically Let them understand the importance of reality over fantasy</p>
MOOD	<ol style="list-style-type: none"> 12. Mood is unstable, lacks self-control, changes all the time 13. Strong emotions, coarse language 14. Active & passionate sometimes, sad & melancholy sometimes, escape from reality 	<p>Show understanding and counsel students when they lack self-control over their emotions Understand students & gently correct them Provide guidance when needed; as long as it is not a long-term symptom, there is no need to become anxious</p>
SOCIAL SKILLS	<ol style="list-style-type: none"> 15. Seek independence 16. Seek peer acceptance, desire to be part of the group 17. Strong influence from friends 18. Awkward relationship between the two sexes 19. Start to rebel against parents 	<p>Allow independence under certain circumstances Pay special attention to the student's sense of belonging to church youth groups, may need extra counseling Give guidance as to how to choose good friends and how not to be influenced by negative peers Provide counseling from both male and female teachers Help students learn how to communicate with their parents; request church to host parenting seminars</p>
SPIRITUALITY	<ol style="list-style-type: none"> 20. Prepare to accept salvation 21. Don't rely on parents for worship activities 22. Seek real spiritual experience 23. Many questions about religion 24. Seek for the correct truth 	<p>Show special care and direct them to the truth over experiences of salvation Help them seek a personal faith: know why and who they believe in Encourage students to establish a personal relationship with God through daily prayer and Bible reading, share testimonies, show them the benefits of living a Christ-centered life</p> <p>Equip students with tools to discern false religion from the truth; show them the truth from God's word. Teachers can find the answer together even if they don't know everything Share testimonies, show them the benefits of living a Christ-centered life</p>

TEENAGER STAGE (15–17, J2 CLASS)

	Characteristics	Pedagogic Application
BODY	<ol style="list-style-type: none"> 1. Slowdown in physical growth, mature gradually (boys' growth catch up with the girls' toward the later stages) 2. Both boys & girls begin to pay attention to looks 3. Increase in appetite, especially for boys 4. Over-exertion in activities, neglect a regulated life 	<p>Teach the importance of holiness in our appearance; counsel on how to dress in a godly way</p> <p>Emphasize that inner beauty is more important</p> <p>Instruct on taking care of our bodies by eating nutritious foods</p> <p>Remind them the need for self-control by exercising discipline in their daily lives</p>
MIND	<ol style="list-style-type: none"> 5. Sense of judgment not yet mature 6. Creative in imagination 7. Seek full independence 8. Like to argue, do not easily receive others' opinions 9. Concerned about future, have own ideas 	<p>Consider shifting to using an inductive teaching method</p> <p>Consider delegating some job responsibilities, allow full expression</p> <p>Give trust, provide some job responsibilities, nurture self-control, provide extra guidance</p> <p>Welcome different opinions, but insist that everyone should respect and obey God's words</p> <p>Encourage students to trust in God, live for Jesus, and pray to seek after God's plan for their future</p>
MOOD	<ol style="list-style-type: none"> 10. Stable emotions, able to exercise self-control 11. Strong rebellion, especially toward parents' control and teachings 12. Hero worship, need acceptance from friends 13. Strong impact from good or bad influences 	<p>Encourage them to bear the fruit of the Holy Spirit</p> <p>Remind the students how we learn to obey God from obeying our parents first; rebellion always leads to destruction</p> <p>Accept students just as Jesus accepts all of us; help them to learn how to accept one another; the heroes in the Bible have strong character</p> <p>Use Christ's teachings to help students build a good foundation; students may regress in faith without guidance</p>
SOCIAL SKILLS	<ol style="list-style-type: none"> 14. Strong interest in the opposite sex 15. Focus less on family ties & more on friends 16. Desire to belong to a certain group of friends, loyal to group 17. Worship successful adults 	<p>Nurture healthy friendships; help teens to learn appropriate behaviors toward the opposite gender; request the church to host seminars on issues of dating and relationships</p> <p>Strengthen parent-child relationships</p> <p>Strengthen relationships within the fellowship, provide guidance in choosing godly friends; have frequent fellowships with students</p> <p>Set good examples in spirit</p>
SPIRITUALITY	<ol style="list-style-type: none"> 18. Increased interest and concern toward individual salvation 19. Growing doubts toward many faith-related issues, conflicts between school & biblical teachings 20. High ideals, cannot tolerate people whose speech & actions do not match 21. May see faith as irrelevant to their lives 22. Emotions affected easily; may be moved to dedicate themselves 	<p>Help the students to build a personal relationship with the Lord through daily Bible reading and prayer</p> <p>Listen patiently; try and provide satisfactory and biblical answers</p> <p>Strive to "walk the talk"; pray for the Lord to constantly improve ourselves as students' role models</p> <p>Give good examples on how to apply God's truth; give life-changing testimonies; tell them how important faith is</p> <p>Provide serious, mature, and biblical counseling</p>

COLLEGE STAGE (18–22, SENIOR CLASS)

	Characteristics	Pedagogic Application
BODY	<ol style="list-style-type: none"> 1. Grapple with issues of identity and intimacy (“trying on” new identities; new wardrobe; becoming more confident and beginning to explore sexually) 2. Often do not eat balanced meals and have lack of sleep 3. Drugs and alcohol become issues they must face and deal with 	<p>Talk about the importance of purity and inner beauty, challenge your students to stand up for what is right and never compromise with the temptation of having pre-marital sex</p> <p>Encourage healthy eating habits and remind students that their bodies are temples of God</p> <p>Discuss these issues as special topic seminars/fellowships in an open and honest fashion</p>
MIND	<ol style="list-style-type: none"> 4. Move from black-and-white view of the world to one where absolute truths no longer prevail (many points of view seem to have equal value) 5. Begin to challenge their own beliefs & their parents’ values 6. Tremendous intellectual growth, engage in debate with others who hold different views 	<p>Encourage students to study the truth and believe with conviction that they belong to the true church and that God is absolute</p> <p>Discuss what students value and their priorities in life</p> <p>Treat their ideas with respect and challenge them to debates so that they can be sure of what they believe in</p>
MOOD	<ol style="list-style-type: none"> 7. May feel guilt trying to remain loyal to family values while wanting to chart own course 8. Balance independence with closeness to parents (want independence but also want parents to pamper them) 9. Turn away help and advice while exerting independence 10. May develop a sense of emptiness and isolation while away at college 11. Anxiety, fear, depression, and a general feeling of being overwhelmed may set in due to the newfound freedom and responsibilities 	<p>Encourage students to foster friendships in Christ so that students can support each other</p> <p>Be available for counseling</p> <p>Develop relationship with students so that they feel comfortable opening up</p> <p>Prepare students on how to handle loneliness; educate parents about what to expect when children go away to college</p> <p>Discuss these issues as special topic seminars/fellowships in an open and honest fashion; be available to provide counseling</p>
SOCIAL SKILLS	<ol style="list-style-type: none"> 12. Learn to take care of themselves (laundry, money, time management) 13. Form many new relationships (professors, new friends, roommates) 14. Deal with invitations to parties and drug/alcohol use, learning to say “no” 	<p>Role-play specific situations so that students will have the words/skills to deal with new environment</p> <p>Discuss the pros and cons of college life; encourage students to be witnesses for the Lord Jesus and to conduct themselves in a holy manner</p> <p>Share testimonies about the dangers of alcohol, drugs, and pre-marital sex (ask graduate students to share their experiences so that it may have a greater impact)</p>
SPIRITUALITY	<ol style="list-style-type: none"> 15. Ask “What do I believe in?” and have to build their own faith (may question the truth and the true church) 16. Exposed to different cultures, ethnicities and religions 	<p>Help to form a Bible group/fellowship on campus so students can have a support system; reinforce the oneness and truth of TJC so that even if they learn about other religions, their faith will not waver</p> <p>Encourage students to attend NYTS and study the Bible seriously</p>

4.2 EFFECTIVE TEACHING & CLASSROOM MANAGEMENT

4.2.1 BE A PROACTIVE TEACHER

Being a proactive teacher means taking the time to plan and prepare the classroom. It involves an investment in setting rules and building a safe learning environment. Much of what a teacher does prior to a lesson can prevent misbehavior. Teachers often blame problems that occur on the students. That may be true in some instances but many times, what a teacher does also affects how the students behave. By preparing well, a teacher actively handles disciplinary problems. Here is a simple checklist that concerns three areas of the classroom that teachers have some degree of control over: themselves, the classroom environment, and the lesson.

1. **I arrive early to class** to prepare the necessary materials and to arrange the room so that when the students arrive, they can be given undivided attention.
2. **I end the lesson on time.** Otherwise, students will get restless and that can result in misbehavior.
3. **I am excited to be teaching** and I show my enthusiasm. When the students arrive, I greet them and welcome them to another great day. If I am excited, the students will be excited too.
4. **I communicate the class rules** to the students. That way, the students know what is expected. There should be an upper limit of five rules. Too many can be confusing, especially for young children. I ensure that the rules are enforced and consistent from week to week.
5. **I communicate and work with my teachers and assistants** to ensure that the students are receiving what they need. Through clear communication with my fellow teachers, we are able to teach students effectively because we know exactly what does and does not work to help students.
6. **I show God's love to each student.** I am sensitive to their weaknesses and strengths, their different reading abilities, and their varying levels of maturity. When something unexpected happens, I do my best to demonstrate love and understanding toward their needs. I try not to yell or express disappointment unless there is a valid reason.
7. **I set an example** for the students inside and outside of the classroom. A teacher's behavior should not conflict with the teaching and lesson aims. Otherwise, students will argue and ask why there are different standards. Setting an example can make a difference in the students' lives too, because they can see a living example of Christ's teachings in action.
8. **I know what my students are interested in,** both inside and outside of the classroom. They feel comfortable talking to me about themselves. Although I am first and foremost a teacher, I know that they can also come to me with their questions and problems, trusting me as a friend they can rely on.
9. **I am consistently reinforcing my students' abilities** through both positive praise and prompt feedback. That way, they will understand the expectations and be able to achieve the expected outcomes.
10. **I am fair and consistent** when I correct the students' behavior. I am firm but loving so that they may maintain healthy self-esteem.
11. **I create an atmosphere of openness and inquiry** in which students can ask questions freely, knowing they can take risks in a safe environment.
12. **I pray for my students during the week.**

4.2 EFFECTIVE TEACHING & CLASSROOM MANAGEMENT

4.2.2 THE CLASSROOM ENVIRONMENT

1. **The room is not too open.** The tables, chairs, and shelving are arranged both creatively and practically, to maximize space. Students can view a room with too much open space as a place to engage in physical activities, such as running and playing, at inappropriate times.
2. **The room is not too small.** Sometimes a crowded room can be the culprit in many behavioral problems. Students may fight each other for space and chairs. As a result, they can feel very frustrated. If more open space in one room is not an option, consider splitting the class into two so that students can have more space in another place.
3. **The room temperature is comfortable.** A room that is too warm or too cold can be a distraction.
4. **The room is free of external noise.** It can divert the students' attention from the teacher's voice, as well as from other activities. It can also be difficult for the teacher to regain the students' attention once it is lost.
5. **The room is age-appropriate.** The furniture size fits the students' needs at various age levels. The materials and equipment fit the needs, abilities and interests of the students.
6. **The room is equipped** with the necessary teaching materials and resources. The teacher does not have to search for writing utensils or erasers for the board. Supplies such as pencils, paper, scissors and glue are readily available. Other items are also regularly stocked as needed for each quarter. Taking time to look for things brings delay and can cause restlessness. Everything is also ensured to be in working condition.

7. **The room is neat and inviting.** A dirty, cluttered, and unattractive classroom invites disrespect and disruptive behavior. By contrast, a clean and tidy room elicits the opposite. The room is also decorated accordingly and is well lit. A dark or overly bright room (e.g., too much sunlight shining through) can be distracting.

4.2.3 THE LESSON

1. **The routine is consistent** from week to week. If things are done "out of order" from week to week, it can confuse young children. For older students, the insecurity of not knowing what is happening next can cause problems in their behavior because the transitions will not be smooth and connected.
2. **Activities are planned** for those who arrive early. They are purposeful, ready to be introduced to the students as they come in. Otherwise, early comers will easily become fidgety and exhibit this behavior during the lesson.
3. **There is always a review or an opening** before the lesson so that students can make connections to their learning.
4. **The lesson fits the needs of the students.** I alternate quiet and active activities. Appropriate time is scheduled for students to interact and talk during the lesson so that they do not feel the need to interrupt.
5. **A diverse assortment of activities** and teaching methods are used. I use things that students can see, hear, or touch. Remember the attention span of most students is no longer than 15 to 20 minutes.
6. **All students are involved** in order to create a sense of belonging. Engaging students in the lesson prevents a lot of off-task behavior.

4.2 EFFECTIVE TEACHING & CLASSROOM MANAGEMENT

7. **Lessons are planned** such that questions to ask the students are prepared ahead of time. They are age-appropriate and engaging. They involve various levels of thinking (i.e., recall, comprehension, application, analysis, synthesis, evaluation). I also allow my students at least five seconds to pause and think of their answers to my questions.
8. **As I relate the story, my voice and mannerisms are expressive.** I am also aware of the tone and projection of my voice, ensuring that it is audible, clear, and inviting.
9. **Lessons are flexible** in case that something isn't working or if the students are losing interest. Students forced to engage in an activity can display their disinterest through misbehavior. Inflexibility often causes frustration in both the students and the teacher.
10. **Students are given a five-minute warning** before changing activities or when the end of class is near. That way, it helps them adjust to the change and they have time to quiet themselves down.
11. **There is a known method for getting the students' attention.** Rather than shouting over them, they know my routine (e.g., ringing a bell, turning off the lights, a clap of the hands, a special hand signal). This is especially important for young children.
12. **My instructions and directions are clear.** I repeat them or have students repeat them to the class. When necessary, the instructions are written on the board.

All of the preparations mentioned above can eliminate a lot of off-task behavior. Teachers often fail to recognize that student misbehavior may be a result of what they are doing or not doing. For example, if there are no set rules for the class that have been communicated by the teacher at the beginning of the year, then it is difficult for students to know what is expected of them. Therefore, by examining their teaching practices, teachers can create a better learning environment. The more students feel like a part of the class, the less they will be inclined to exhibit negative behavior. Define your goals; then every once in a while, ask yourself: "Am I on track?"



*"That you may walk worthy of the Lord,
fully pleasing Him, being fruitful in
every good work and increasing in the
knowledge of God."
(Col 1:10)*

4.2 EFFECTIVE TEACHING & CLASSROOM MANAGEMENT

4.2.4 WHEN MISBEHAVIOR OCCURS

In spite of the most careful planning and preparation, any teacher may still experience disciplinary problems. Misbehavior will inevitably occur in the classroom setting, no matter how wonderful the students may be. They may be bringing in excess baggage from home or going through growth phases. Misbehavior can be a disruptive force, but when these problems occur, it is not a time to be discouraged. Even though teachers may feel helpless and find it difficult to continue, they must remember that discipline is a process of helping students learn self-control, or recognizing when it is the right time and right way to have their needs met. When a teacher provides discipline, he should establish boundaries within which the students may operate. As the students learn how to control themselves, the teacher can slowly remove these limits because they will be able to set boundaries for themselves. It is the teacher's job to deal with situations as they arise, and it is up to him to enforce the rules in a fair and consistent manner so that the students can learn what is and isn't acceptable.

WHY DO STUDENTS MISBEHAVE?

When students do not respond to preventative measures taken by the teacher and still misbehave, what could be the underlying reason(s)?

1. **They want attention.** Some students need to feel valued and wanted. Their actions (whispering to neighbors, calling out answers, walking around, and other inappropriate actions) are usually a cry for others to listen to them.
2. **They feel resentment.** Sometimes, students do not get along for one reason or another. Others may dislike the teacher of the day. In turn, their misbehavior is often an act of resentment. They may put others down, tease people, or even go as far as physically hurting others.
3. **They bring in baggage from home.** Some

disciplinary problems are created by a student's family situation. It is possible that students are receiving inadequate discipline at home, so they consequently exhibit poor behavior at church. It may also be something as simple as having an argument with a sibling on the way to church. Whatever it is, the students will bring their moods and problems with them into the class.

4. **They have unique personalities.** Some behaviors occur because of the nature of the child. Exceptionally bright or exceptionally dull students tend to become bored with routine activities. A bright student may be intellectually more advanced and therefore require challenges and leadership roles. On the other hand, a slower student may not be able to catch up with the work. In both cases, the students become socially awkward, and it can be manifested in behavioral problems. There are also students who are hyperactive or mentally or physically challenged. These special circumstances can also present problems in the class.
5. **They have health problems.** Some students may come to class without eating breakfast. This can greatly affect their mood and performance during the lesson. Others may have some genuine health concerns that need to be looked into (e.g., they can't see the board, or they forgot to take medication).

Teachers must realize that behaviors resulting from any of the above reasons are all cries for help. Rather than reacting on an emotional or personal level, a teacher should look objectively at the situation and do his best to remedy it.

4.2 EFFECTIVE TEACHING & CLASSROOM MANAGEMENT

HOW SHOULD TEACHERS RESPOND?

Discipline has been defined and applied in many ways. Some teachers see it as punishment for wrongdoings. Others may become vengeful or vindictive when they administer disciplinary action because they take the student's words or behaviors personally. It is important for a teacher to take a step back and understand the real purposes of discipline: to minimize the effect on the learning environment by quickly diffusing the situation and to remedy the behaviors (e.g., counseling those who misbehave).

The best defense for any teacher is to be prepared to deal with behavioral problems. When a teacher expects the unexpected, he has a plan of action to take. The following outline may serve as a helpful guideline when a teacher encounters misbehavior.

1. When a problem occurs, **decide whether it can be ignored or not**. For example, if a student is tapping his pencil to get everyone's attention, as annoying as it may be, it might be better to ignore it. If action must be taken, then remove the object that is causing the distraction from the student. It is important to diffuse the situation as quickly as possible. Low-key techniques are best (e.g., a look, a gesture to signal attention, calling out the name of the student once, walking nearby to let the student realize the teacher knows what is going on). All these are done to encourage the student to stop on his own without causing disruption to the class.
2. If the teacher must attend to the behavior, **correct the student in a way that allows him to understand why it is wrong**. Talk about the rules of the class and respect for the learning of others. Remember not to go on a power trip or struggle with the student. Minimize the verbal response to prevent the problem from escalating. If required, use time after class to look into the situation further with the student one-on-one.
3. **Teach the student an alternative and acceptable way of behaving**. For example, if he is seeking the spotlight by always calling out answers, discuss and enforce the importance of raising

his hand. Then, when he raises his hand, positively reinforce his action by saying, "I like the way Robert is raising his hand." In addition, give him appropriate attention when he is not exhibiting negative behavior. Then, he will learn in time that he will not receive the attention he wants by disrupting the class.

4. If any disciplinary action must be taken, **make it a natural consequence of misbehavior**. That way, the child will not perceive it as an act of revenge or power. The disciplinary action must be appropriate and consistent for all students. Even after he has been corrected, be sure to reassure him of his personal worth to the teacher so that his self-esteem will not be wounded.
5. Negative behavior can only be stopped temporarily. **If the reason behind the misbehavior is not addressed, it will recur with increasing frequency and intensity**. The only way to stop it is to meet the needs of the student or help the student learn how to meet his own needs in positive ways. Therefore, teachers should constantly communicate with parents, as well as with each other, to understand what each student requires. If he is an exceptional student, individualized activities within the lesson are a possible solution. If he needs to take certain medication(s), the teacher can work out a plan with the parents. If he is bringing problems from home into the class, the teachers can conduct family visits to become more acquainted with the parents and work hand in hand with them. In all situations, communication is the key. And of course, no tool is more powerful than prayer.
6. Lastly, be encouraged. **It is God who brings all His children's minds and hearts to mature into His likeness**. All teachers are tools in God's hands, used to plant the seeds of faith and accomplish His purpose. Don't be disappointed if a lesson doesn't carry out as planned. Continue to pray for God's strength so that everyone who is given the responsibility of teaching may be full of love and patience.



5.1 HOW DO WE CULTIVATE OURSELVES SPIRITUALLY?

It is through the power and will of God that one may serve in His household, the church. This is especially true when it comes to education and bringing up the next generation. To accomplish this, reliance on the power of the Holy Spirit is essential.

While it is important to equip ourselves with various teaching techniques and strategies, it is just as crucial to do spiritual cultivation. Teachers are not only instructors, but also shepherds. As a shepherd, a teacher should “go before the sheep” (Jn 10:4; 13:15; 1 Pet 5:3), provide the sheep with pasture and water (Ps 23:2; Ezek 34:14), and take care of the sheep day and night (Prov 27:23; Gen 31:38–40; Ezek 34:15–16). In order to do this, teachers must constantly renew themselves spiritually. Then these teachers can set a good example (1 Tim 4:12; Acts 20:35; Jn 13:15) as they work for God (Jn 8:29; 1 Jn 3:22;

3:17–18; Phil 1:21)

“Not by might nor by power, but by My Spirit,” says the LORD of hosts” (Zech 4:6). It is by God’s might that we may accomplish anything in this world and in His household. Through prayer, teachers may communicate in spirit with the heavenly Father who then sanctifies and bestows upon them the wisdom and ability to bring the students closer to Him. This is why every teacher must live a life of prayer and realize the important role prayer plays in fulfilling his duties as a teacher. In prayer, the teachers can seek God’s guidance on how to perform in the operation and administration of the Department.

Education is a long-term process that requires time and patience and may often be challenging. The heart of a “problematic” student can be compared to a fortified castle, and no one can conquer it by force. The most effective way for his teachers to help him is through prayer. A teacher must seek God’s grace and power to open the student’s mind, soften his heart, and make him progress in his spirituality.

Teachers should remember and pray for their students in daily prayers. It is also important that a teacher prays for his own individual spiritual advancement, for fellow workers, and for the RE program as a whole.

1. DAILY BIBLE STUDY

- God’s word is a lamp to our feet (Ps 119:105)
- God’s word can illuminate human nature (Heb 4:12)
- God’s word can purify our hearts (Jn 17:17; Ps 119:9)

A teacher serves as a shepherd to the students to assist and guide them in times of difficulties. In order to be equipped with spiritual wisdom to help the students and to deliver the lesson with accuracy and enthusiasm, a teacher must strive to increase his biblical knowledge. A daily Bible reading program for self-improvement is highly recommended. A systematic study of the Bible enhances understanding of the works of God.

2. RELYING ON THE HOLY SPIRIT

- Puts lust to death (Rom 8:13; 7:23–25)
- Is transformed into a new self (1 Sam 10:6; Ezek 36:26–27)
- Is transformed into God’s likeness (2 Cor 3:18)

3. ENCOURAGING ONE ANOTHER IN THE HOLY SPIRIT

- Correct each other (Prov 27:9; Ps 141:5)
- Accepts exhortations (Prov 27:5, 6; 25:12)
- Reform each other (Prov 27:17; 2 Tim 2:22)

4. BEING CAUTIOUS ALWAYS

- Keeps careful guard over one’s heart (Prov 4:23; Ps 139:23–24)
- Is prudent in speech and careful in conduct (Mt 23:1–3; Prov 17:27–28)

5.2 FRUIT OF THE HOLY SPIRIT & GODLY CHARACTER

1. FAITH (Heb 11:6)

- Trusts in God (Jn 14:1; 1 Sam 2:6–7)
- Believes in the church (Eph 1:23; Mt 18:17; Jn 15:1–6)
- Is “fully persuaded” (Rom 4:19–21; 2 Tim 1:5; Ps 37:5)

2. LOVE (1 Cor 13:13)

- Loves God with all one’s strength (Mt 22:37–38; Jn 14:15; Mk 14:3–9)
- Loves one’s neighbor as oneself (Mt 22:39; 1 Cor 13:1–7; Gen 13:7–9)
- Performs love at all times (Eccl 11:2; Jn 19:39–40; Lk 23:56; 24:1)

3. HOLINESS (1 Pet 1:15–16)

- Is holy in speech (Eph 4:29; 5:4; Jas 3:1–6)
- Is holy in what one sees (Job 31:1; Ps 119:37; 1 Jn 2:15–16)
- Is holy in one’s heart (Mk 7:20–23; Mt 5:28)

4. GENTLENESS (Mt 11:29)

- Speaks with grace (Col 4:6; Judg 8:1–3; Prov 15:1)
- Is slow to anger (Prov 14:29–30; 19:11; Eccl 10:4)
- Accepts adversity with serenity (1 Pet 2:22–23; Isa 50:6; Mt 5:38–42)

5. HUMBLENESS (Mt 11:29)

- Considers others better than oneself (Phil 2:3; 1 Pet 5:5; Lk 18:9–14)
- Does not seek one’s own honor (Jn 8:50; Prov 25:27; Isa 10:15)
- Would rather humble oneself and serve others (Mt 20:28; Jn 13:12–17; Lk 22:24–27)

6. OBEDIENCE (1 Sam 15:22–23)

- Submits to the truth (Mt 28:20; 2 Cor 13:8)
- Submits to the church (Mt 18:17–18; Lk 10:16)
- Submits to the older generation (1 Pet 5:5; Heb 13:7)

7. FAITHFULNESS (1 Cor 4:1–2)

- Obeys the Lord’s commands (Jer 1:7; Mt 26:39; 1 Sam 12:7–19)
- Diligent and responsible (1 Tim 4:15; Gen 31:38–40; Mt 25:14–30)
- Is faithful until death (Jn 10:11; Rev 2:10; Acts 20:22–24)

8. SELF-CONTROL

- The fruit of the Spirit (Gal 5:22–24)
- In speech (Prov 10:19; Jas 3:2–3)
- At work (1 Cor 9:25; 2 Pet 1:6)

9. ENDURANCE

- At work (2 Tim 4:2, 5; Prov 25:15; Gen 33:13–14)
- In spiritual cultivation (1 Cor 4:3–4, 10–13; Ex 17:1–4; Num 11:10–15)
- Results in maturity and completion (Jas 1:4; 5:10–11; Mt 24:13)

10. RIGHTEOUSNESS

- Shows no favoritism (Jas 2:1–4; 1 Sam 16:6–7; Prov 24:23–24)
- Manages things with justice (Lev 19:15; Deut 1:16–17; Ps 9:8)
- Pursues righteousness (2 Tim 2:22; Tit 2:12; Mic 6:8; Prov 11:4; 12:28)

Why are these qualities important to RE teachers? Although the task is to teach and guide the next generation, it is not only through mere instruction. It is best to lead by example. Children and youths are especially impressionable, so the actions and lifestyle of their teachers speak much louder and carry much more power than their words. As such, teachers should put extra effort into spiritual cultivation so that they may be utilized by God to save themselves and others (1 Tim 4:16).

5.3 HOW DO I KNOW IF I AM MAKING PROGRESS SPIRITUALLY?

RE teachers need to walk with the Lord and strive to grow in their faith. The following list of questions can help to determine whether there is spiritual progress.

Compared to before:

- Am I more willing to know God through prayer?
- Am I more willing to know His word through Bible reading?
- Am I more willing to make decisions based on teachings found in the Bible?
- Am I more willing to give up my time and possessions for God's will?
- Am I more sensitive to sin in my life?
- Am I more willing to set aside the things around me that lead me to sin?
- Am I more willing to grow in my faith by placing greater trust in God?
- Am I more willing to "come out from among them, and be separate" (2 Cor 6:17)?
- Am I more willing to obey God in everything?
- Am I more willing to set aside time to seek God's will, and not my own desires?
- Am I more willing to increase my love for church members?
- Am I more willing to lead unbelievers to Jesus by sowing and planting?
- Am I more loving, patient, and kind?
- Am I more willing to serve God every day of my life?
- Am I more willing to seek God's kingdom above all else?

Note: Each spiritual convocation presents an opportunity for teachers and students alike to devote their time in pursuit of spiritual growth. Every RE teacher should actively support and encourage his students to attend various local, regional, and national training programs and seminars. (See Appendix M for RE Teacher Spiritual Growth Self-Assessment.)



*"Therefore be imitators of God as dear children. And walk in love, as Christ also has loved us and given Himself for us, an offering and a sacrifice to God for a sweet-smelling aroma."
(Eph 5:1–2)*

True Jesus Church

Student Record Card

Name:		Church:	
Date of Birth: <div style="text-align: center; font-size: small;">Month / Day / Year</div>		Gender:	
Place of Birth:			
Date of Water Baptism: <div style="text-align: center; font-size: small;">Month / Day / Year</div>			
Date Received Holy Spirit: <div style="text-align: center; font-size: small;">Month / Day / Year</div>			
Address:			
E-Mail:			
Home Phone:		Cell Phone:	
Parent Information			
Father's Name:		Faith Status: <div style="text-align: center; font-size: small;"><i>Believer, Truth-Seeker, Non-Believer</i></div>	
Cell Phone:		E-Mail:	
Mother's Name:		Faith Status: <div style="text-align: center; font-size: small;"><i>Believer, Truth-Seeker, Non-Believer</i></div>	
Cell Phone:		E-Mail:	
Guardian Information			
Guardian's Name:		Relationship:	
Phone / Cell Phone:		Address:	
Remarks:			

RE Attendance Record Card

Name:

Kindergarten

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Elementary 1

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Elementary 2

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Junior 1

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Junior 2

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Senior

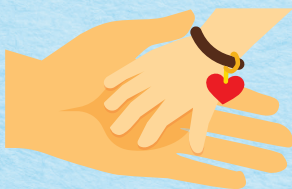
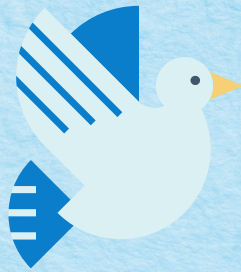
Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

Year:	Attendance
Fall	/13
Winter	/13
Spring	/13
Summer	/13
Lead Teacher's Signature:	

A RELIGIOUS EDUCATION RECORD BOOK



Church: _____

Year: _____ Class: _____

Class Roster & Student Information

	Student	Grade	Parent/Guardian
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Quarterly Schedule

Appendix B-3

Fall: ☐
Winter: ☐
Spring: ☐
Summer: ☐

Class:

Lesson	Date	Hymnal Session			Worship Session		Activity Session		Note Taker Time Control
		Hymn No.	Hymn Leader	Pianist	Topic	Teacher	Topic	Teacher	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

Remarks:

Attendance Records

Class:

[illegible]

Appendix B-4

Present: / Teaching: × Absent: ○ Vacation: ▲ Sick: ▼

Attendance Records

[illegible]

Present: / Teaching: × Absent: ○ Vacation: ▲ Sick: ▼

Class Records

Date:	Time:	
Teacher:	Assistant Teacher:	Hymn:
Lesson Topic:		Year: Book: Lesson:
Number of Students:	Number of Truth-Seekers:	
Offerings:		
COMMENTS		
Areas That Need Improvement Or Follow-Up		

Class Records

Date:	Time:	
Teacher:	Assistant Teacher:	Hymn:
Lesson Topic:		Year: Book: Lesson:
Number of Students:	Number of Truth-Seekers:	
Offerings:		
COMMENTS		
Areas That Need Improvement Or Follow-Up		

CERTIFICATE OF COMPLETION

This Certifies that _____

of _____ Church

has successfully completed the Religious Education Teacher
Seminar at _____ church held from

_____ to _____ in 20____ and

is permitted to serve as an Intern Teacher in the True Jesus Church.

This Certificate of Completion is hereby awarded by the General
Assembly of the True Jesus Church in the U.S.A.

on this _____ day of _____, 20____.

Director of USGA Pastoral Department

LETTER OF APPOINTMENT

Dear Brother / Sister _____ :

Greetings in the name of our Lord Jesus Christ. May this letter find you well and living in the peace and joy of our Lord Jesus Christ.

I am pleased to inform you that you have been appointed as a(n):

Teacher ()
 Intern Teacher ()
 Teacher-in-Training ()

of the Religious Education Department of _____ church by the church council, based on the recommendation of the Religious Education Department. The appointment is effective from _____, 20____ to _____, 20____.

As of the position you are appointed above, you are to set a good example in speech, conduct, attire, and dedication in serving the Lord and the Church as stipulated in the Teacher's Manual of Religious Education.

To assist you in fulfilling your duties, the General Assembly of the True Jesus Church in the U.S.A. and the Religious Education Department of the local church have developed a series of progressive seminars and workshops to improve and enhance your teaching skills and spirituality. The Department has also designed a customized program to gradually expand your roles and responsibilities in religious education during your term. Please make the best use of these available resources. Your progress will be evaluated periodically to ensure that you are a good and faithful servant in educating the next generation.

May the Lord grant you wisdom and guide you through the works of the Holy Spirit toward an enduring, fruitful, and dedicated service in religious education.

Yours in Christ,

Chairman, Church Council
 c.c. Religious Education Coordinator
 Lead Teacher (Class _____)

Annual Plan, Goals, and Action Steps

The Purpose of an Annual Plan

The purpose of an annual plan is to instill a spiritual theme in both the teachers' and students' spiritual lives. The three major components of an annual plan are the theme statement, goals, and action steps.

The Theme Statement

The theme statement describes the overarching theme for the RE year. What biblical teaching does the RE Department want to accomplish this year? What changes does the RE Department need for students and teachers to take root and grow spiritually? The theme statement is how you picture the RE Department to be in the future. When shepherding God's sheep, we must use God's word. Therefore, the theme statement can be a verse, virtue, or encouragement from the Bible that allows students and teachers to gain a deeper understanding about how to build up one's faith and walk the spiritual journey according to God's will.

GOALS AND ACTION STEPS

Goals

Goals define your theme statement. They are the long-term focus of the entire RE year. They describe the characteristics of a person who upholds such a theme. One to four goals for the entire RE year is recommended, as too many can be overwhelming and can cause teachers and students to lose track easily. For example, if the theme statement is "Jesus Is My All in All," then the goals could be: 1. let others see Jesus in me; 2. trust Him in all things.

In other words, the goals illustrate how a person who believes and lives out that theme would behave.

Action Steps

Action steps are short-term activities for each class level or the entire RE Department. They can be quarterly, twice per quarter, or even every month, depending on the needs and resources of each local church. Action steps encourage students to reach annual goals through understandable and accomplishable ways. This directs students and teachers to work together to create a spiritual learning environment both at home and in church.

For example, for the goal, "Let Others See Jesus in Me," there may be behaviors that your local church would like to work on together to stress the importance that we must be Christians, starting with our actions. From this goal, several quarterly or monthly action steps can be set up to guide students to slowly work towards accomplishing that particular goal.

Sample Annual Plan

Theme:

Love God Because He First Loved Us

Goals:

1. To Know How God Loved Us Through Counting His Blessings.
2. To Love Our Neighbors Is to Love God.
3. To Repay God's Love Is to Love God.

Action Steps:

1. **Create a Tree of Blessing** — First lesson of the month, ask every class to take 5 minutes to write a blessing from God on the fruit card. Then post it on the tree.
2. **Serve our brethren**
 - Qtr 1: Start from home
 - Qtr 2: Start from little ones in church
 - Qtr 3: Start from our classmates
 - Qtr 4: Start from brothers and sisters
3. **Repay God's love through knowing and preaching God's word**
 - Bible reading weekly goal (goal varies by class level)
 - Preaching: Flyer distribution

RE Coordinator Responsibilities Checklist

RE Coordinator's Responsibilities	Done	Note
1. Plan and develop an annual plan, theme statement, goals (short-term and long-term), and action plans for the Department and all classes by working with the Lead Teachers		
- Cooperate with the schedules of the local church and USGA; give a copy of annual plan to Religious Affairs / Education and Training Department		
- review and update annual plan frequently		
- estimate annual RE expenses		
2. Lead & supervise the Department teachers in spiritual growth of each class		
- work with Lead Teacher to evaluate Intern Teachers and Teachers-in-Training		
- build up the teachers: strong commitment in teaching and in praying		
- hold teachers fellowship		
- encourage teachers to attend church seminars/workshops		
- be aware of teachers' spiritual growth (i.e., do they attend the Sabbath service, family services, workshops, seminars, etc.)		
- resolve disputes among teachers, teachers & students, or teachers & parents		
- conduct visitations to communicate with students and parents		
3. Coordinate the operation and administration of the Department		
- attend each Class Teachers Meeting		
- coordinate RE activities (RE prayer, RE teachers prayer, Opening Ceremony, RE picnic, etc.)		
- pay attention to the operations of every class weekly		
- register new members and assign them to a class		
- manage personnel and administrative matters related to the Department		
- inform your absence to RE Secretary, RA or related teachers		
- attend PTA and hold parenting workshop		
4. Attend class activities and evaluate teacher performance and teacher-student interactions on a regular basis		
- attend the class or activity/fellowship		
- review RE Record Book of each class		
- give the teachers constructive feedback		
5. Create and maintain an environment conducive to teaching and learning		
- correspond with General Affairs to provide a safe and appropriate learning environment		
- support Lead Teacher in creating and maintaining an environment conducive to the classroom		
- create a spiritual environment; encourage students not to bring outside entertainment (i.e., games, cards, electronics)		

RE Coordinator Responsibilities Checklist

RE Coordinator's Responsibilities		Done	Note
6.	Provide support and resources needed to care for and educate the students		
	- communicate with the parents		
	- understand teacher and classroom needs; provide constructive feedback, emotional support, and spiritual counseling		
	- set up and maintain an RE library; evaluate and purchase teaching materials and other resources, such as reference books		
	- propose revisions and amendments to RE textbooks to USGA		
7.	Promote continued training of the teachers and ensure that they meet high standards		
	- hold a teachers workshop (locally)		
	- follow a progressive training program for Teachers-in-Training & Intern Teachers by USGA		
	- counsel teachers who are continually negligent of duties or whose behavior is less than exemplary of biblical teachings		
8.	Convene and preside over the REEC Meeting and General Teachers Meeting		
	- convene General Teachers Meeting (at least once a year)		
	- convene RE Executive Committee (REEC) meeting (quarterly or more)		
	- facilitate the recommendation of Teachers-in-Training in REEC meeting		
	- propose Department teacher list for review in REEC		
9.	Safeguard the properties and records of the Department		
	- safeguard, secure, and coordinate the hardware properties of the RE		
10.	Represent the Department in the church council meeting		
	- regularly keep the Religious Affairs (Pastoral Department and Education and Training Department) informed of RE situation		
	- obtain church council approval for any planned field trips or outdoor activities		
	- review and recommend RE Teachers for new school year to church council on behalf of RE Executive Committee		
	- Attend church council meeting, if needed		
11.	Assist the church council on issues related to RE and function as a liaison between the Department and the church council		
	- invite Religious Affairs/ministers to attend the General Teachers Meeting		
12.	Carry out any other RE-related assignments as directed by the Religious Affairs or the church council		
	- help out in special services; e.g., Mother's Day, Father's Day, Tribute to Elders		
	- inform Lead Teachers to schedule additional classes during church special events (i.e., Spiritual Convocations, Evangelical Services) on an as-needed basis		

RE Secretary Responsibilities Checklist

RE Secretary's Responsibilities		Done	Note
1.	Assist the RE Coordinator in the operation and administration of the Department		
	- have good communication with RE Coordinator		
	- automatically assume the Coordinator's duties when the Coordinator is absent		
	- assist the RE Coordinator during RE events		
	- order RE Teacher's Guides, Student Workbooks, Class Record Books, Letters of Appointment		
2.	Compile and catalog correspondence issued and received by the Department		
	- maintain one copy of USGA letters which are related to RE		
3.	Record and compile minutes of the REEC meetings and General Teachers Meetings		
	- record the meeting minutes		
	- send REEC Meeting minutes to lead teachers, RE Coordinator, and Religious Affairs of the Education Department		
	- send General Teachers Meeting minutes to entire RE department & Religious Affairs Education Department		
	- maintain a good filing system (I can easily find my RE meeting minutes)		
4.	Maintain complete and accurate records of expenses incurred by the Department		
	- maintain RE expenses record		
5.	Maintain complete and accurate records of the property and equipment owned by the Department		
	- maintain, organize, and purchase RE equipment and supplies		
	- maintain and organize RE Teacher's Guide and Student Workbook		
6.	Maintain complete and accurate records on Department-related activities		
	- maintain and organize the RE Class Record Books for 3 years, and Attendance Records (Appendix A-2)		
	- maintain complete and accurate records on Department-related activities		
	- record RE-related local/regional seminars/workshops		
	- maintain and organize seminar/workshop handouts and reports		
7.	Maintain and update departmental files and library		
	- organize RE library and catalog teaching references		
8.	Assist each class in developing its own filing and record-keeping system		
	- ensure that each class is updating the teacher and student information		

Lead Teacher Responsibilities Checklist

Lead Teacher's Responsibilities		Done	Note
1.	Coordinate with other teachers in the class and collectively develop and implement quarterly and annual work plans for the class (see sample Annual Work Plan at the RE download link)		
	- set quarterly and/or annual goals for your class		
	- create quarterly class schedules & assignments		
	- work with teachers to develop classroom rules for the students		
	- plan out-of-class fellowship activities		
2.	Manage resources available to the class and ensure smooth progress of the weekly classes		
	- obtain sufficient copies of Teacher's Guide and Student Workbooks (one month prior to start of new quarter)		
	- ensure adequate classroom resources (i.e., whiteboard markers, scissors, crayons, etc.)		
	- ensure teacher assigned is available to teach		
	- read RE Record Book of your class from time to time		
3.	Resolve logistical and personnel problems in the class		
	- understand all the students in your class; pay attention to any with special concerns		
	- work with class teachers on how to deal with misbehavior		
	- inform your absence to RE Coordinator and related teachers		
4.	Create and maintain an environment conducive to learning in the classroom		
	- supervise class teachers to keep the classroom clean and orderly		
5.	Convene and preside over the Class Teachers Meetings		
	- hold Class Teachers Meeting at the end of each quarter (invite the RE Coordinator)		
	- assign meeting minutes recorder and ensure the minutes are sent out to all teachers afterwards		
6.	Lead teachers in regular and emergency visitations to students		
	- work with RE Coordinator and class teachers to conduct visitations to students		
	- be aware of consecutive student absences		
7.	Lead teachers in Parent-Teacher Meetings and maintain good communication with parents		
	- send out PTA invitation one month prior to the meeting (see sample invitation in Class Record Book)		
	- work with RE Coordinator to hold parenting workshops based on needs of your class		
8.	Act as a liaison between students, teachers, and the RE Coordinator to improve the RE program		
	- attend RE Executive Committee (REEC) meetings; pass along any important information required to your class teachers		
	- regularly keep RE Coordinator informed of class situation		
	- inform RE Secretary & Coordinator when class teachers cannot make assignments or attend meetings		

Lead Teacher Responsibilities Checklist

Lead Teacher's Responsibilities		Done	Note
9.	Prepare, maintain, and safeguard class records on service, work assignment, scheduling, attendance, offerings, and class meeting minutes		
	- maintain class roster and Record Book for current year (Appendix B)		
	- maintain Student RE Records & Attendance Record (Appendix A) for students of the class		
	- at end of August, transfer student records of graduating students to the Lead Teacher of the appropriate class; give the Record Book to RE Secretary for keeping		
	- maintain class meeting minutes		
10.	Safeguard and keep an inventory of the audio/visual aids, reference books, other teaching aids, class handout materials, and office supplies used by the class		
11.	Carry out any other RE-related assignments as given by the RE Coordinator		
	- additional classes during Spiritual Convocations or special events (RE Opening Ceremony, Tribute to Elders, etc.)		
12.	Counsel any teachers who are negligent of their duties or whose conduct proves to be less than exemplary of biblical teachings and church council directives		
	- evaluate your class teachers and counsel those who may have become negligent in their duties		
13.	Mentor Teachers-in-Training and Intern Teachers in the areas of teaching, administration, and interaction with students and parents		
	- work with RE Coordinator to use progressive training program for Teachers-in-Training of your class		
	- work with RE Coordinator to use the provided checklist to evaluate Intern Teachers assigned to your class		

Lesson Plan Template

Title:		Scriptures:
Hymn:		
Memory Verse:		Materials:
Objective(s):		Prayer: (for Kindergarten and EI only)
Mental Set / Prior Knowledge / Review:		Time: min.
Lesson: (Teacher's Tasks)	Student's Tasks	
Instructional Strategies (Bible Story)		min.
Check for Understanding:		min.
Life Application:		min.
Conclusion:		min.

Verification of Religious Education Class Attendance

Hallelujah! Greetings in the name of our Lord Jesus Christ.

This is to verify that _____
(student's name)

attended the Religious Education class on

_____, at _____ church.
(date)

Please mark "Present" in your student record for the aforementioned date.

Thank you.

God bless you!

Sincerely,

(Lead Teacher)

(Name)

(Class)

Field Trip Consent and Emergency Contact Form

Dear Parents,

Hallelujah! Greetings to you in the name of our Lord Jesus Christ.

We are pleased to announce that our RE class will be participating in a field trip.

Location: _____

Date: _____

Time: _____

Please have your child meet us at _____ at approximately _____.
(meeting location) (time)

Please sign the permission slip below, and have your child bring it to next week's Sabbath class. Please feel free to contact us should you have any further questions. May God bless you.

(Please complete the information below and have your child return this section to the lead teacher.)

I, (parent's name) _____, hereby
grant my child, _____, permission to participate in the upcoming
field trip to (field trip destination) _____ on (date) _____.
Please call me on my cell phone (____) _____ should you need to reach me during
this field trip.

Should an emergency situation arise, calling for medical intervention, please choose how you
would like emergency personnel to proceed.

☐ I do hereby grant emergency personnel permission to treat my child to the extent that
is deemed best for my child's well being if I am unable to be contacted.

☐ I do not hereby grant emergency personnel permission to treat my child to the extent
that is deemed best for my child's well being if I am unable to be contacted.

Parent/Guardian Signature: _____ Date: _____

Other Emergency Contact: Name: _____ Phone: _____

First Aid Kit Checklist

Please be sure these items are brought along on all outdoor field trips that may involve injuries of any sort (canoeing trips, park outings, hiking trips, athletic events, etc.).

First Aid Kit Items	Yes	No
1. Band-aids		
2. Sterile gauze squares (2 and 3 or 4 inches)		
3. Hypoallergenic tape		
4. Roller gauze bandages (1 and 2-inch widths)		
5. Small scissors		
6. Tweezers for removing surface splinters		
7. Triangular bandages		
8. Disposable gloves		
9. Ice packs		
10. Water bottle and cup		
11. Copies of "Consent and Emergency Contact" forms for each student		
12. Parent emergency contact phone numbers		
13. Medications for acute conditions (asthma inhalers, disinfecting alcohol, etc.) and written instructions from parents on how and when to administer these medications		
14. Warm blankets		

RE Teacher Spiritual Growth Self-Assessment

Name: _____

Date: _____

Here is a list of some important issues to consider when evaluating how prepared you are.

Personal/Spiritual Discipline	Spiritual Growth	Faith & Commitment
<p>1. How many times do you attend church service, family service and Bible study per week?</p> <p>Church service</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Weekday, Friday and Saturday</p> <p><input type="checkbox"/> Friday and Saturday</p> <p><input type="checkbox"/> Saturday only</p> <p>Family service or Bible study</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> One time</p> <p><input type="checkbox"/> 2-3 times</p> <p>2. Do you have an active devotional life in prayer? (Note: Does not include prayers at church.)</p> <p>Per day</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> 1-5 min.</p> <p><input type="checkbox"/> 6-15 min.</p> <p><input type="checkbox"/> 16-30 min.</p> <p>Per week</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> 1-5 min.</p> <p><input type="checkbox"/> 6-15 min.</p> <p><input type="checkbox"/> 16-30 min.</p> <p><input type="checkbox"/> 1 hour or more</p> <p>3. How long do you pray for your students per day?</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> 1-5 min.</p> <p><input type="checkbox"/> 6-15 min.</p> <p><input type="checkbox"/> 16-30 min.</p> <p>4. Do you have an active Bible reading habit at home?</p> <p>Per day</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> 1-5 min.</p> <p><input type="checkbox"/> 6-15 min.</p> <p><input type="checkbox"/> 16-30 min.</p> <p>Per week</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> 1-5 min.</p> <p><input type="checkbox"/> 6-15 min.</p> <p><input type="checkbox"/> 16-30 min.</p>	<p>Write down how you would like to grow or improve in the following areas:</p> <p>Personal Bible study (self-discipline)</p> <p>_____</p> <p>_____</p> <p>Personal prayer time (self-discipline)</p> <p>_____</p> <p>_____</p> <p>Reading spiritual publications or listening to sermons online (self-discipline)</p> <p>_____</p> <p>_____</p> <p>Prayer time for my students</p> <p>_____</p> <p>_____</p> <p>Caring and patience skills</p> <p>_____</p> <p>_____</p>	<p>1. I have an active, dynamic faith.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>2. I seem to be able to notice my own sin before others are aware of it.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>3. I am able to instruct others (students and friends) through the word of God.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>4. I'm interested in studying the Bible with practical applications.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>5. I give practical, step-by-step advice to those in need.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>6. I enjoy doing kind deeds for members and people who are unable to repay me.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>7. I watch my finances closely so that I can give freely to God's work.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>8. I boldly tell my students about evils in our society and in school.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>9. I believe that the TJC is established by God, and I agree with all the beliefs and doctrines.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p>
	<div style="background-color: #333; color: white; text-align: center; padding: 2px 5px;">Other Growth</div> <p>Organizational skills (planning, meeting, implementing)</p> <p>_____</p> <p>_____</p> <p>Servant leadership skills</p> <p>_____</p> <p>_____</p> <p>Communication/encouragement/sensitivity skills</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

RE Teacher Spiritual Growth Self-Assessment

Personal Integrity	Conflict & Criticism	Listening, Anger & Love
<p>1. I am a person of my word.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>2. I live a Bible-centered life.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>3. I desire to live a life of purity in speech, thoughts and actions.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>4. I can be trusted to carry out responsibilities without constant supervision.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>5. I am punctual in completing tasks.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>6. I can keep the strictest of confidence when other people tell me about their feelings or struggles.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>7. I can relate to others in genuine ways.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>8. I value the worth of other people.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>9. I make decisions quickly without considering all of the consequences of my choices.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p> <p>10. I am able to exercise control of my emotions.</p> <p><input type="checkbox"/> Never true</p> <p><input type="checkbox"/> Sometimes true</p> <p><input type="checkbox"/> True most of the time</p> <p><input type="checkbox"/> Always true</p>	<p>1. Are you always in conflict with certain people?</p> <p><input type="checkbox"/> Yes, and I cannot change the situation.</p> <p><input type="checkbox"/> I'm asking God to help me overcome this.</p> <p><input type="checkbox"/> No, I am not.</p> <p>2. Do you avoid conflict?</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>3. Do you know different ways of dealing with conflict?</p> <p><input type="checkbox"/> Yes. (List some of the ways.)</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> No.</p> <p>4. What is your personal style of conflict management?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. Are you able to give constructive feedback to others?</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>6. How do you respond to constructive criticism?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>7. How do you respond when others criticize you harshly?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>8. Submission is essential for any worker in church. How often do you think you are submissive?</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p>	<p>1. I listen to others with my ears, my eyes, and my heart.</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>2. I tend to talk too much and give too much advice.</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>3. When others are talking to me, I spend that time forming a response in my head.</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>4. I recognize the presence of anger in my own life.</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>5. I can handle my anger without blowing up.</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p> <p>6. What kinds of people or situations cause you to become angry?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>7. I deal with anger by...</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>8. I'm able to care for or counsel my friends and my students in a loving way.</p> <p><input type="checkbox"/> Seldom</p> <p><input type="checkbox"/> Most of the time</p> <p><input type="checkbox"/> Always</p>

*"Train up a child in the way he should go, and when he is old
he will not depart from it."*

(Prov 22:6)





General Assembly of True Jesus Church

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