



Sunday School Teachers Workshop

Escort Building and Student Participation
September 10, 2022



Escort Building

Line up in order of number of years teaching Sunday School.

As you are doing this, greet each person you meet by name (ask the name if you do not know)..



Escort Building: Listening Activity

1. Stand facing each other
2. Decide partner A and B.
3. When given a prompt, one partner will speak on on the given topic for 45 seconds. The other partner will listen.
4. If the one speaking finishes early, wait in silence.
5. Partners will switch roles for the next prompt.



Escort Building: Listening Activity

Partner A: Describe what your morning looked like before arriving here.

Partner B: Listen.



Escort Building: Listening Activity

Rotate

Partner B: Describe the last hour of your day yesterday.

Partner A: Listening only.



Escort Building: Small Group

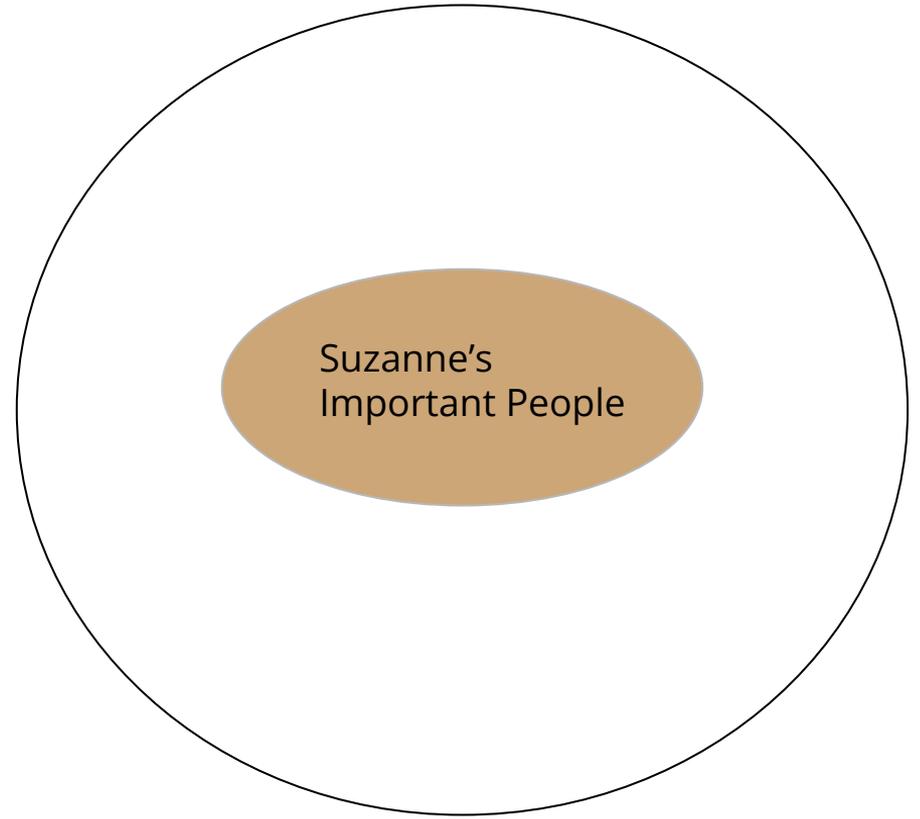
Gather in grade levels groups across congregations and do the following:

1. Greet each person by name.
2. Each person share what their least favorite dessert is. How could it be tweak to make it more palatable?
3. Create a group to share contact information. This can be used to bounce ideas off of each other.



Escort Building

1. Name in the middle circle.
2. In the space between the circles, write who the important people are in your life.
 - a. 5-7 people
 - b. Your children can be listed as only one.
3. Find two people and share.

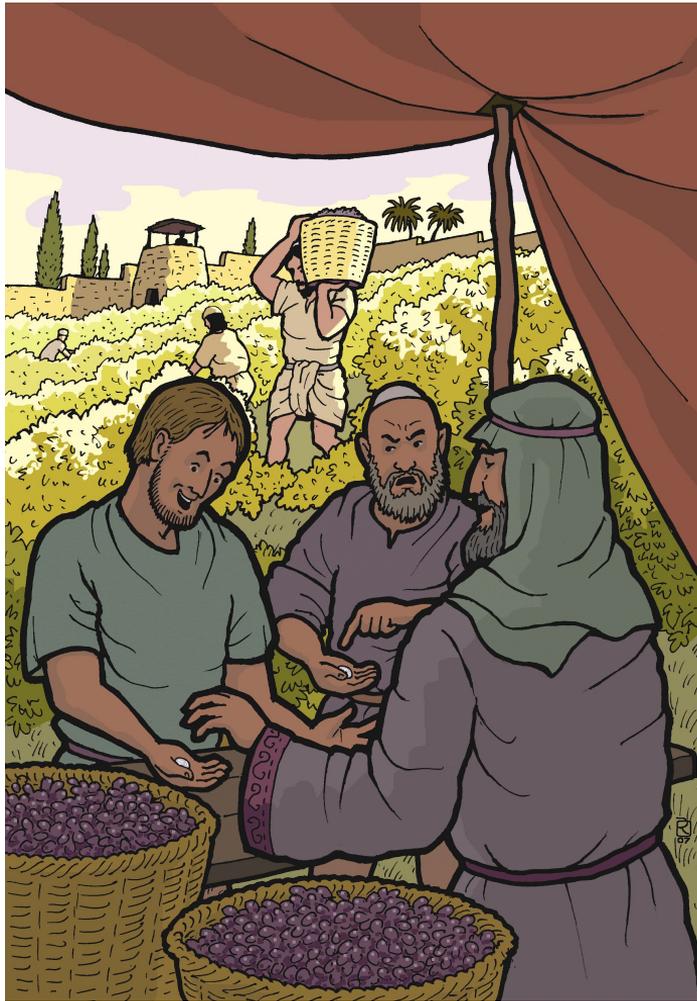


Phil's thoughts on why we are here.

- ❖ Group of people, doing the best we can with varying levels of knowledge and expertise
- ❖ Find encouragement in our assignments
- ❖ Realize the joy found in teaching
- ❖ "At Daybreak"

Important Points

- We all come with our own gifts.
 - Our goal is to offer you tips and ideas that can be used.
- Know what you are about to teach
 - Don't need to be an expert, but it does take some prep.
- Getting to know your students and help with escort building
- Engage your students (we will give you a strategy or two).



What do you see?

What do you wonder about?

What is happening?



Think



Pair



Share

Strategy: Asking Questions

Question types

Basic:

What....

Who....

When....

(Find answers directly from story or text)

Short Answer:

How is this similar to/different from last week's story?

What is an example of....

What do you predict would happen if....

What do you know about...

Extended/Discussion:

What do you think it would be like to _____?

What do you think _____ were feeling or thinking?

Why is this story important to our life of faith?

Matthew 20: 1-2

1 For the kingdom of heaven is like unto a man that is an householder, which went out early in the morning to hire labourers into his vineyard.

2 And when he had agreed with the labourers for a penny a day, he sent them into his vineyard.

Read



Draw



Matthew 20: 3-7

“3. And he went out about the third hour, and saw others standing idle in the marketplace,

4. And said unto them; Go ye also into the vineyard, and whatsoever is right I will give you. And they went their way.

5. Again he went out about the sixth and ninth hour, and did likewise.

6. And about the eleventh hour he went out, and found others standing idle, and saith unto them, Why stand ye here all the day idle?

7. They say unto him, Because no man hath hired us. He saith unto them, Go ye also into the vineyard; and whatsoever is right, that shall ye receive.”

Read



Draw



Talk



Write



Matthew 20: 8-10

“8. So when even was come, the lord of the vineyard saith unto his steward, Call the labourers, and give them their hire, beginning from the last unto the first.

9. And when they came that were hired about the eleventh hour, they received every man a penny.

10. But when the first came, they supposed that they should have received more; and they likewise received every man a penny.”

Read



Draw



Matthew 20: 11-14

“11. And when they had received it, they murmured against the goodman of the house,

12. Say, These last have wrought but one hour, and thou hast made them equal unto us, which have borne the burden and heat of the day.

13. But he answered one of them, and said, Friend, I do thee no wrong: didst not thou agree with me for a penny?

14. Take that thine is, and go thy way: I will give unto this last, even as unto thee.”

Read



Draw



Talk



Write



Matthew 20: 15-16

“15. Is it not lawful for me to do what I will with mine own? Is thine eye evil, because I am good?”

16. So the last shall be first, and the first last: for many be called, but few chosen.”

Read



Draw



Talk



Write



Question types

Basic:

What....

Who....

When....

(Find answers directly from story or text)

Short Answer:

How is this similar to/different from last week's story?

What is an example of....

What do you predict would happen if....

What do you know about...

Extended/Discussion:

What do you think it would be like to _____?

What do you think _____ were feeling or thinking?

Why is this story important to our life of faith?

Basic

Who was working in the Vineyard?

How much were they paid to work?

Short Answer:

What is a parable?

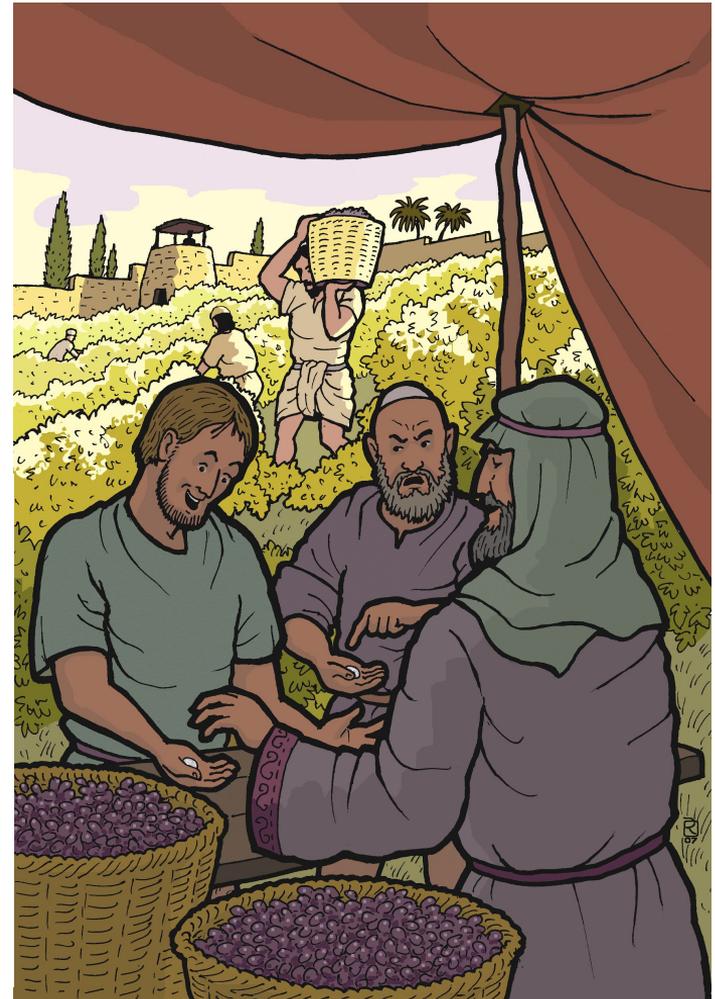
What other parables do you know?

Extended-Faith Application

What is the reference of time going into the vineyard mean? How does this relate to us?

We do not receive a penny.. What is our 'wage'?

Will the laborers be paid if they leave early?
Why not?



10 Minute Group Work

Find a lesson with your grade level.

Work together to develop questions for your lesson.

Question types

Basic:

What....

Who....

When....

(Find answers directly
from story or text)

Short Answer:

How is this
similar/different to last
week's story?

What is an example of....

What do you predict would
happen if....

What do you know about...

Extended/Discussion:

What do you think it would
be like to _____?

What do you think
_____were feeling or
thinking?

Why is this story important
to our life of faith?

Summarize

You have \$2.25 to summarize this text.

-Every word = .10

-An, a, the = no charge

The boy went to the store to buy candy. = \$.70

Younger Age:

Work together and say you have X number of words needed.

Summary: Taxonomy

Come up with words that start with letters A-Z that relate to the lesson.

A TO **Z** ABOUT

| | | |
|----------|----------|----------|
| A | B | C |
| D | E | F |
| G | H | I |
| J | K | L |
| M | N | O |
| P | Q | R |
| S | T | U |
| V | W | X |
| Y | Z | |

How to build a lesson plan – Overview

1. Identify learning **objectives**. Review available materials/sources
2. Plan how to **introduce** the topic
3. Plan 2-3 learning **activities** (and have a timeline in mind)
4. Check for **understanding**
5. Plan the lesson **conclusion**

How to build a lesson plan – Learning Objectives

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to explain at the end of class?
- What do I want them to take away from this lesson?
- What are the **most important** concepts, ideas, or skills I want students to be able to grasp and apply?

How to build a lesson plan – Introduction

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or misconceptions) about this topic that students might be familiar with?
- What will I do to introduce the topic?

How to build a lesson plan – Learning Activities

- What will I do to **explain** the topic?
- What will I do to **illustrate** the topic in a different way?
- How can I **engage** students in the topic?
- What are some real-life **examples** or situations that can help students understand the topic?
- What will students need **to do** to help them understand the topic better?

How to build a lesson plan – Check Understanding

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Refer to list of learning objectives: what activity can I have students do to check that each of those has been accomplished?

How to build a lesson plan – Conclude the Lesson

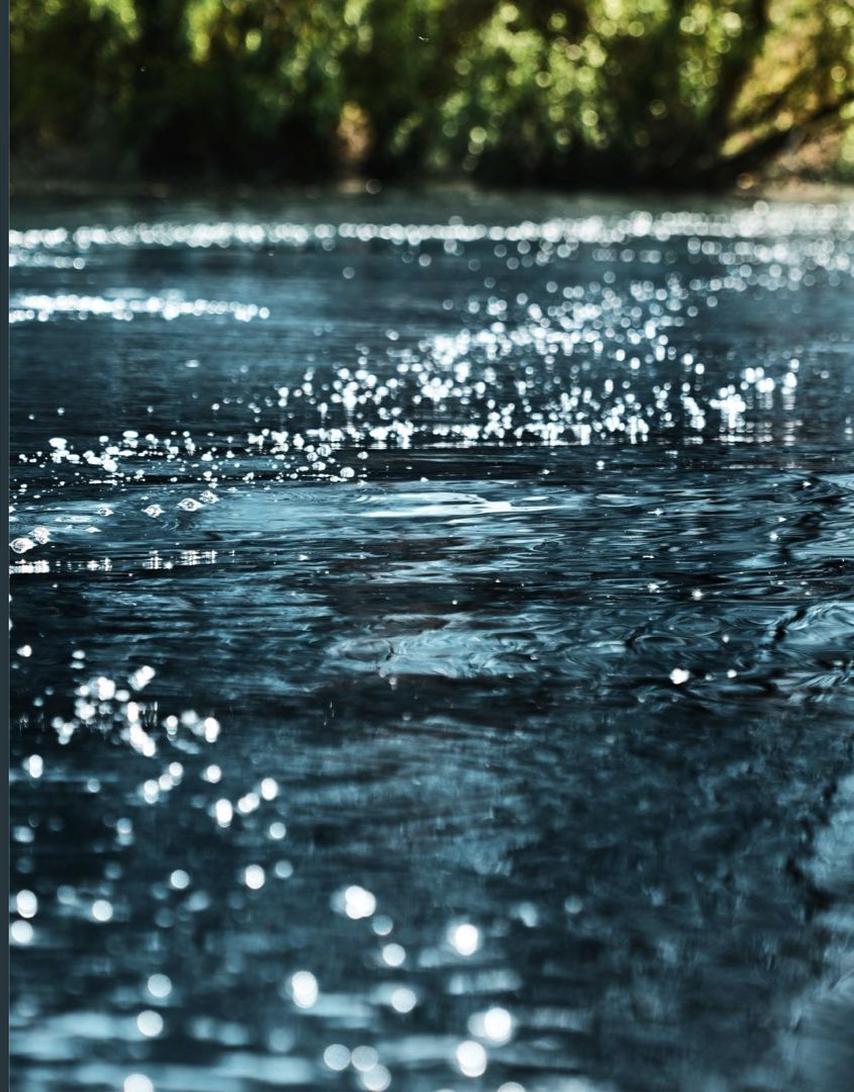
- Remind them what they studied and practiced and learned
- Have them summarize main points orally or in writing
- Ask them how these points help them in their faith

- Review how the lesson went in terms of classroom management – point out positives and thank for them. Identify possible skills to work on next time.
- Bless

Discussion and Questions

LLC CONDUCT AND SEXUAL MISCONDUCT PROGRAM

LLC Camps



Definitions:

**Gatekeeper-staff in a position of trust/person in charge.
An abuser gains trust of gatekeeper to gain access.**

**Preferential offender-offender who targets specific
group. eg: pedophile-children**

Definitions:

Two-adult rule-This requires that an adult is never alone with a child, youth, or vulnerable adult without an adult partner. Should a situation arise in which an adult worker or volunteer has a legitimate reason to be alone with a child or youth, the adult will notify the child's parent or guardian in advance. Advance notification will also be given to the appropriate adult in charge. An exception can be made in a medical emergency.



Purpose of LLC Conduct and Sexual Misconduct Policy and Program:

To provide a safe and nurturing environment and protective care for all children, youth, and adults who are involved in church-sponsored activities.

Program

- **Prevention: Policy**
- **Training**
- **Reporting**
- **Support**

Training: Excerpts from Ministry Safe videos

Background checks do not uncover all perpetrators.

- **Only 10% of sexual abusers encounter the criminal justice system.**
- **90% of victims know their abusers**
- **1 in 3 cases are peer-to-peer abuses**

Training: Excerpts from Ministry Safe videos

Characteristics of an abuser.

- **Preferential offender-targeted victim (95% of offenders)**
- **Abduction (5% of cases)**

Training: Excerpts from Ministry Safe videos

General Characteristics of an abuser.

Abuser Triangle: deviant sexual desire; access; faulty thinking

- **Rationalize deviant thinking**
- **Blame victim**
- **Minimize deviant behavior**

Training: Excerpts from Ministry Safe videos

Grooming:

Molesters groom gatekeepers (staff in a position of trust/person in charge)

- **Develop trust**
- **Ask to help with tasks, money, etc**
- **Helpful, trustworthy and kind**

Training: Excerpts from Ministry Safe videos

Grooming:

Molesters groom victims step-by-step

- Gain access to activities of children
- Abuser selects child(ren)-looks for disconnected, in-need, on the fringe type, isolates child, gains trust, starts rule breaking slowly and carefully, introduces secrecy and finds child's weaknesses.

(We still want to encourage healthy counselor/student interactions to help those who are struggling, shy, etc.)

Training: Excerpts from Ministry Safe videos

Grooming:

Molesters groom victims (sequential)

- **Introduces touch or language to find child's boundaries/barriers. May start with touch and move to games, inappropriate joking, wrestling, horseplay, sexual discussions.**
- **Keeps victim silent-abuser is very good at this.**
- **Victim believes no one will believe them, abuser adds threats, blame, shame, and victim embarrassment.**

Training: Excerpts from Ministry Safe videos

Grooming:

Common grooming behaviors

- **Gift giving**
- **Kid magnet activities (activities that pull the victim in)**
- **Repeated time alone with same child**
- **Touchy with children**
- **Pushing boundaries and rationalizes/excuses when boundaries broken**
- **Playful and inappropriate touch**

Training: Excerpts from Ministry Safe videos

Reducing Risk

- **Be aware of grooming behaviors**
- **Know requirements for appropriate supervision**
- **Maintain sufficient ratios of trained adults to children**
- **Create and enforce clear physical and verbal boundaries**
- **Foster a culture of communication**
- **Avoid unmonitored one-on-one activities**
- **Disallow special privileges or gift giving from a single adult**
- **No secrets-abuser wants secrets to keep child quiet**

Training: Additional points

Reducing Risk

- **Social media interactions between adults and minors is strongly discouraged.**
- **When camp participants work in the kitchen, camp staff need to be present in the kitchen as well.**
- **The director of a camp who is approached regarding concern about an individual scheduled to work at their event should contact the LLC Facility Manger, even without knowing details, for the benefit of the camp. (If LLC Facility Manager is not available, contact LLC Executive Director.)**

Training: Additional points

Reducing Risk

- Camp directors are required to contact volunteer references with one being an immediate family relative.
- Enforce two-adult rule.
- Following camp policy will reduce risks of false accusations.
- Address any misbehavior immediately.

Golden Rule

And as ye would, that men should do to you, do ye also to them likewise. (KJV Luke 6:31)

Training: Excerpts from Ministry Safe videos

Peer-to-Peer Sexual Abuse

(1 out of 3 cases are Peer-to-Peer)

Aggressor and non-aggressor (imbalance of power)

- **Age difference**
- **Physical size**
- **Social status**

Training: Excerpts from Ministry Safe videos

Peer-to-Peer Sexual Abuse

Risks

- **Swimming/bathing places where clothes come off**
- **Any place that is less easily seen**
- **Activity where children are less supervised**
- **High percentage starts with bullying behaviors**
- **The #1 location where abuse happens is in the bathroom**

Reporting: Excerpts from Ministry Safe videos

If a child reports:

- Listen and respond calmly.
- Be sensitive to vague or partial disclosures.
- Ask open-ended questions: Is there anything else you want to tell me?
- Avoid shaming questions: why didn't you tell?, etc.
- Report to a supervisor immediately.
- Report to authorities where appropriate.
- **NO SECRETS:** child may ask you to keep it secret, but let them know some things need to be reported when people are being hurt, etc. but let them know you believe them.

Reporting: Excerpts from Ministry Safe videos

Reporting to authorities

- **Varies state-to-state; province-to-province.**
- **Report according to governing law.**

Reporting to superiors

- **Create a culture of communication.**
- **Report policy violations.**

What we believe shapes what we see.

Support:

Victims

- Encourage seeking professional help, assist with locating local or national hotline numbers as necessary.

(While forgiveness is important, professional care is often necessary for healing.)

Support:

Perpetrators

- **Provide soul care as desired.**
- **If not yet disclosed, ensure reporting is according to state, province, and federal laws.**
- **Provide ongoing support.**